DOCUMENT RESUME

ED 442 957 CE 080 364

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TITLE	The NOICC/SOICC Network, 1976-2000. Administrative Report No. 22.
INSTITUTION	National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE	2000-06-30
NOTE	75p.
PUB TYPE	Historical Materials (060) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Advisory Committees; *Agency Cooperation; *Career Education; Cooperative Planning; Coordination; Data Collection; Delivery Systems; Educational Legislation; Federal Legislation; Federal State Relationship; Financial Support; Grants; Guidelines; Information Dissemination; *Information Networks; Instructional Development; Internet; Leadership; Libraries; Material Development; *Occupational Information; Organizational Change; Organizational Development; *Partnerships in Education; Postsecondary Education; Program Costs; Program Development; Program Implementation; Secondary Education; Training; World Wide Web
IDENTIFIERS	*National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

ABSTRACT

This document examines the operation of the National Occupational Information Coordinating Committee/State Occupational Information Coordinating Committee (NOICC/SOICC) network in 1976-2000. Presented first is an overview of the NOICC/SOICC network that begins by explaining the NOICC's relationship with the SOICCs in activities related to job training, vocational-technical education, employment security, vocational rehabilitation, economic development, and higher education. Also included in the overview are brief discussions of selected NOICC/SOICC activities in 1996-2000 in the following areas: development of career education instructional materials for career educators and students; formulation of national career development guidelines; design and improvement of career information delivery systems; establishment of one-stop career centers; development of Web-based information on training and careers; and dissemination of labor market information. Presented next is a look at past NOICC activities and NOICC/SOICC activities in 36 states and the District of Columbia. Concluding the document is a financial report that details the NOICC's sources of funding and expenditures and lists NOICC grants for state activities. Appended are the following: lists of NOICC staff and technical steering group members in 1976-2000; NOICC recognition awards and recipients; NOICC resources and publications; NOICC training programs and conferences; SOICC directory; and excerpts from NOICC/SOICC-related legislation. (MN)

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The NOICC/SOICC Network

1976 — 2000

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Work

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THE

NOICC/SOICC

NETWORK

1976 — 2000

Administrative Report No. 22

NOICC Statutory Members—2000

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U.S. Department of Labor

Commissioner
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Assistant Secretary
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Message from the Executive Director

For 24 years, NOICC and the SOICCs have worked together in a unique federal-state partnership that has provided a framework for addressing workforce development and career preparation issues and opportunities.

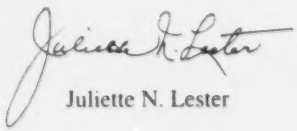
The Network evolved and expanded dramatically over the years, involving a broad network of partners in a wide range of endeavors. Products, services and resources have grown and multiplied. Our focus expanded from coordinating occupational and labor market information to a concern with its delivery and use. And we forged new paths into areas of career development for both young people and adults.

When NOICC and the SOICCs were gathered at the annual National SOICC Conference in Danvers, Mass., in 1994, we were poised at the cutting edge of a series of national initiatives that represented a whole new approach to work and learning. The Goals 2000: Educate America Act had been enacted in March. The School-to-Work Opportunities Act was signed into law in May. The Reemployment Act called for the establishment of a national network of One-Stop Career Centers and a National Labor Market Information System.

The NOICC/ SOICC Network was facing a future full of hope and anticipation. It was clear that the philosophical core of these initiatives involved a concern with life-long learning and the idea of "Informed Choice,"—the very goals and direction of NOICC and the SOICCs for years. The Network's resources, products, services and especially its training, made up the tools needed to make these initiatives a long-term success. And they were heavily used.

But success does not always breed success. It is often said that change is the *only* constant. And change has indeed come to the NOICC/SOICC Network. New legislation transferred NOICC's occupational information systems functions to the Department of Labor and its career development functions to the Department of Education. Although the national organization will cease to exist, it is my hope that the Departments of Labor and Education will continue the ideas, the initiatives, the partnerships, the systems and the unique work of NOICC and the SOICCs.

Support for career development remains a worthy investment, in good economic times and bad. Ultimately it stands to benefit our country by empowering citizens to navigate effectively in a complex, ever-changing labor market. Having a public policy that supports it is important, if not essential, to strengthening and sustaining career information and counseling programs.



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Foreword

This document is the seventeenth and final report on the status of the National Occupational Information Coordinating Committee and its Network of State Occupational Information Coordinating Committees. It highlights the initiatives, activities and accomplishments of the NOICC/SOICC Network from July 1, 1996 through June 30, 2000. It also takes a look at the work and the accomplishments of the Network from its establishment in 1976 through its final year of operation.

Acknowledgments

The report was prepared for the National Occupational Information Coordinating Committee by Mary Margaret Walker, in cooperation with NOICC staff. The participation of SOICC Directors who provided information about state activities is gratefully acknowledged, as is the assistance of NOICC staff, especially Jim Woods, Burt Carlson, Mary Alston and Juliette Lester.

The NOICC/SOICC Network

The National Occupational Information Coordinating Committee (NOICC) is a federal interagency committee that works with the states on workforce preparation programs and occupational, career and labor market information systems. The NOICC committee consists of representatives of 10 federal agencies that are involved in various aspects of the U.S. economy, including key offices of the U.S. Departments of Labor, Education, Commerce, Defense and Agriculture. NOICC's partners in the states—State Occupational Information Coordinating Committees (SOICCs)—represent state agencies that focus on job training, vocational and technical education, employment security, vocational rehabilitation, economic development, higher education and more.

Established by Congress in 1976, the NOICC/SOICC Network has been a unique federal-state partnership that has provided a framework for addressing workforce development and career preparation. For 24 years, the work of the NOICC/SOICC Network has been based on the idea that if we help students and adults learn how to make informed choices about education and training, jobs and careers, we will improve the skills and productivity of the workforce. We will improve the match between workers and the needs of the labor market. And we will improve the competitiveness of the U.S. economy. Our goal has been to make sure people have the skills and information they need to make informed choices about education and work.

To accomplish this, NOICC and the SOICCs have worked to develop and implement occupational, labor market, career information and career development systems and programs for adaptation and use at the state and local level. NOICC has provided the leadership, technical assistance and training to carry out this ambitious agenda. The SOICCs have adapted, distributed and encouraged use of the systems and programs in their states.

Training has been a vital and fundamental component of all NOICC/SOICC initiatives. NOICC's train-the-trainer workshops and other training programs for SOICCs and members of the broader Network crosscut all program areas, including information development, delivery and use, as well as youth and adult career development. SOICCs in turn conduct train-the-trainer workshops at the state and local level.

In addition to technical assistance and training provided to the SOICCs, more than 85 percent of NOICC's overall budget has directly supported state activities. Funding was channeled through grant programs for SOICC operations and for their participation in special projects that addressed the Network's priorities.

Transitions

During the 1998 legislative session, Congress replaced and altered NOICC's authorizing legislation, the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational and Technical Education Act (Perkins Act). The new Workforce Investment Act (WIA), in effect, transferred NOICC's occupational information functions to the Secretary of Labor, Bureau of Labor Statistics, and the Employment and Training Administration (ETA). The Perkins Act moved NOICC's career development authority to the Department of Education's Office of Vocational and Adult Education (OVAE). The Perkins Act authorized the Secretary of Education to fund "state entities," to be designated by the Governor and the state

vocational education authority to carry out many of the activities formerly conducted by SOICCs. A number of SOICCs have been designated as the "state entity."

As the NOICC/SOICC Network participates in the transition called for under Section 118 of the Perkins Act, it leaves behind a significant legacy in the areas of career development and information systems. This legacy lies not only in past successes and accomplishments to support citizens of our nation, but also in the new America's Labor Market Information System (ALMIS) supported by ETA and other agencies that will continue to support the public's information needs. The Network's pioneering work with in the area of career development and the OIS, State Training Inventory, the Economic Development and Employer Planning System is its legacy for the future.

NOICC/SOICC Activities: July 1996—June 2000

The development, delivery and use of occupational and career information have been central to the NOICC/SOICC Network's mission since it was established nearly 25 years ago. Such information plays a key role in helping job seekers, students, educators, workforce development specialists, policymakers and others make informed decisions about work, career, employment, education and training and other labor market related matters. The Network's work in the area of career development grew from its understanding of the importance of the linkage between learning and work.

During this period NOICC's efforts intensified, as the possibility of significant changes in the structure and operations of the Network became more and more certain. The organization continued to work to enhance systems such as the Micro-Occupational Information System, while moving aggressively to make information available through the Internet, including the development of a new Web-based system, the Licensed Occupations Information System (LOIS).

NOICC has been working to complete active projects, including *The Real Game Series* of products, the Career Development Facilitators' Curriculum, the National Career Development Guidelines practitioner curricula, O*NET training, Job Corps training follow-up, the International Career Development Library and the State Guidance Supervisors Leadership Institute.

The Real Game Series

In 1995, NOICC began collaborating with several Canadian organizations to make available to seventh and eighth grade students a classroom career development game called *The Real Game*. NOICC's Canadian partners included The National Life/Work Centre, a private non-profit company; The Real Game, Inc., a private for-profit company; and Human Resources Development Canada, an agency of the Canadian government. NOICC reviewed *The Real Game*'s initial design, set up pilot tests, shared in the final design and adapted the Canadian model for use in the United States. The U.S. version was released through the SOICCs in March 1996. By the end of the first year, *The Real Game* was being used in 10,000 classrooms across the United States and Canada.

Since then, NOICC and the SOICCs have been involved in the creation of five additional games. They include *The Play Real Game* for grades 3-4; *The Make It Real Game* for grades 5-6; *The Be Real Game* for grades 9-10; *The Get Real Game* for grades 11-12; and *Real Times, Real Life*, for college students and adults. The individual games are based on NOICC's National Career Development Guidelines. They also link to NOICC's career development portfolios and are compliant with the American School Counselor Association's (ASCA) National Standards for Counseling Programs.

NOICC and the SOICCs have been involved in the development of this series from conception to training, have shared in the development of brochures and newsletters, and have taken the lead in design and delivery of training. NOICC has developed training manuals and materials, speaker's guides and

PowerPoint presentations and set up training registries. Canada and the U.S. have set up an international *Real Game* Web site for use by countries using the series, including England, Australia, New Zealand and France. The *Real Game* Web site, at www.realgame.com, was launched in April 2000. More than 5,000 *Real Game* kits will have been sold between July 1, 1999 and June 30, 2000. ASCA has assumed responsibility for *Real Game* facilitator training.

National Career Development Guidelines

NOICC updated and revised the Guidelines into a single *National Career Development Guidelines: K-12 Handbook*. The Guidelines' *Trainer's Manual* also was revised and both texts are available through the International Career Development Library. NOICC conducted at least one introductory training session each year and in Program Year 1998, introduced two new practitioner workshops—one addressing curriculum integration and the other dealing with marketing. SOICCs have continued to offer training in the Guidelines. NOICC collaborated with the National Life/Work Centre in Ottawa to adapt the Guidelines for use in Canada. The Canadian version is called Blueprint for Life/Work Designs. Japan's Department of Education also has developed a Japanese version.

Improved Career Decision Making

NOICC updated the *ICDM Participants Resource Guide* and *Training Manual* and the SOICCs continued to provide ICDM training at the state and local level. NOICC developed a separate training module that covers electronic and Web-based career and occupational information resources developed since the revised ICDM texts were published. The ICDM texts will be available through the International Career Development Library.

Curriculum for Career Development Facilitators

The final Career Development Facilitators' Curriculum (CDFC) text was published in 1997. Since then NOICC has conducted numerous training sessions and has created a cadre of Instructor Trainers. The course is currently being offered at universities and colleges across the country. Course templates for the curriculum have been created for graduate and undergraduate levels. In some cases, the course is offered via "distance learning." Where the curriculum has been incorporated into an academic curriculum, university credit is available.

The original curriculum has been replaced by the *CDF Student Textbook*. An *Instructor's Guide* based on the text is now available, as is a Web-based *Student Workbook*. The updated curriculum is available through the International Career Development Library. A national exam has been prepared for those persons who seek certification as Career Development Facilitators without going through an approved course. Some agencies use only parts of the curriculum to train personnel. Credentials for certified career development facilitators have been established, and the Center for Credentialing Education has received over 700 applications for certification. More than 500 have been successfully processed. CDFC is being adapted by the National Institute of Corrections and already has been adapted for use in Canada and Japan.

The National Career Development Association (NCDA) has assumed administrative responsibility for CDFC instructor training. It also maintains the registry of trainers and tracks the institutions offering the CDFC course. NCDA created, with NOICC funding, the *CDF Student Textbook, Internet Student Workbook* and *Instructor's Manual*. The Center for Credentialing and Education (CCE) approves curricula and administers the certification program for persons who have not satisfactorily completed an approved course of instruction.

Career Information Delivery Systems

The NOICC/SOICC Network and the Career Information Delivery System (CIDS) community continued their leadership in providing information to help individuals make informed choices as they plan careers and search for jobs. Nearly all One-Stop Career Centers include CIDS as a primary tool to help customers plan careers. Meanwhile, CIDS developers and operators have been moving aggressively to take advantage of the Web as a means of reaching more customers, while continuing to enhance stand-alone CIDS and Local Area Network (LAN) versions.

One-Stop Career Centers

NOICC commissioned a study to identify information needed to design an effective training package for One-Stop Career Center staff. The study was conducted by the Center for the Study of Technology in Counseling and Career Development at Florida State University. NOICC, the Center, the International Association of Personnel in Employment Security and the National LMI Training Institute used the information to develop a week-long training course for One-Stop Center staff.

International Career Development Library

Working with ERIC/CASS at the University of North Carolina at Greensboro, the Network developed a Web-based career development library to provide at no cost, career development materials such as best practices, career development research and other related materials. The site, at icdl.uncg.edu, now called the International Career Development Library, allows customers to search for and download career development resources. It includes original papers and allows customers to provide comments on the papers. It also links to electronic career development journals and other sites.

Curriculum Adaptations for Corrections

NOICC worked with the National Institute of Corrections to develop a special curriculum for prison officials seeking certification as workforce development corrections specialists. NOICC also made available to the Bureau of Prisons the Workforce In Transition curriculum for use with staff and inmates. NOICC cooperated with the Maryland Department of Corrections Education and the Maryland SOICC to test NOICC/SOICC resources for applicability in two Maryland state institutions, one for male offenders and the other for female inmates. NOICC provided a number of training sessions for the National Institute of Corrections and the Bureau of Prisons.

State Guidance Supervisors Leadership Institute

NOICC provided advice and funding for several aspects of the newly formed State Guidance Supervisors Leadership Institute, which is being developed by the National Consortium of State Guidance Supervisors. This included funding for the publication and dissemination of a paper describing the purpose of the Institute, a meeting of key state officials to define the form and function of the Institute and the design of a research program to measure the effectiveness of comprehensive guidance programs. NOICC worked in collaboration with the Council of Chief State School Officers on this project.

Licensed Occupations Information System

A major initiative undertaken by the NOICC/SOICC Network during this period was the development of the Web-based Licensed Occupations Information System (LOIS). Based on efforts by SOICCs to compile

and deliver information on licensed occupations, in particular the work of the Northeastern SOICCs. NOICC moved forward in 1997 to develop this system. This ambitious undertaking involved the voluntary participation of SOICCs to compile information on licensed occupations and licensing requirements in their states. The system allows users to search for information on given occupations by state and to obtain contact information on licensing boards. The Employment and Training Administration is now investing in LOIS and will continue this system, or a variation of it, as part of the America's Career Kit effort.

Micro-OIS & OLMID

During this period, the Network developed and released Versions 3.0 of the Micro-OIS and the Occupational Labor Market Information Database (OLMID), providing several new features to support user needs. The new features included graphics capabilities for use with occupational and industry reports and training programs. NOICC modified the system so it could operate on LANs and added new features to help customers make full use of the system. New units of analysis clusters were incorporated into the system.

Several SOICCs developed Web-based versions of the OIS and/or supported new analytical systems being developed by LMI units in their states. The Micro-OLMID was released to help SOICCs import data from the OLMID to the Micro-OIS in order to make system maintenance much easier. NOICC developed a comprehensive training program on how to use the Micro-OIS and offered train-the-trainer sessions to states. The training package consisted of a revised OIS Casebook, *Unlocking the Power of Occupational Information*, extensive PowerPoint slide shows and a computerized demonstration system entitled *Demo*-OIS.

America's Learning Exchange & Career Information Network

NOICC and SOICC Network members played a key role in helping the Employment and Training Administration develop the Web-based America's Learning Exchange (ALX) and America's Career Information Network, components of the America's Career Kit. NOICC provided two full-time staffers to help develop ALX and build these interactive Web-based yellow pages of training providers and programs. Nearly half of the original members of the ALX workgroup were SOICCs and CIDS operators and developers. The development of America's Career Information Network (ACINet) had its foundations in the OIS developed by the NOICC/SOICC Network. The ACINet workgroup also included several SOICC members and NOICC staff who have played a role in guiding later versions of the ACINet.

O*NET Training

NOICC led the development of a training package on O*NET 98, introducing basic O*NET concepts and data elements. The full training session involves up to five hours in a computer lab. A two- to three-hour version can be developed from the package and a one-hour presentation on O*NET also is available. The training package can be downloaded from the NOICC Web site and the International Career Development Library. It also is available through the NOICC Training Support Center. O*NET is a Web-based electronic replacement of the Dictionary of Occupational Titles.

National Crosswalk and Data Center

The National Crosswalk and Data Center (NCDC) continued to provide key support to NOICC, SOICCs, state LMI units and others. NCDC supported the revision of the Classification of Instructional Programs and the development of the ALMIS database. NCDC continued to operate and enhance the NOICC/SOICC Web site at www.noicc.gov. All NOICC Administrative and Information Memoranda were made available

by NCDC for downloading by SOICCs. NCDC maintained the Licensed Occupations Information System (LOIS) and provided technical support to SOICCs as they prepared input to the system.

Labor Market Information

NOICC and CIDS staff collaborated with national and regional Job Corps personnel and staff of the National LMI Training Institute to create a *Job Corps LMI Desk Reference* for use by Job Corps Center staff. The reference book was produced and printed by the Job Corps and distributed to all Job Corps Centers. Additionally CIDS have been established in all Job Corps Centers and a series of 10 training sessions for Center staff was conducted by NOICC and CIDS staff. NOICC and SOICC staff also worked with the National LMI Training Institute to develop and deliver training sessions on labor market information for ETA regional and national offices.

NOICC Training Support Center & the Career Development Training Institute

In 1998, NOICC Training Support Center (NTSC) functions were transferred from the Oklahoma SOICC and the Oklahoma Department of Vocational-Technical Education to the Washington SOICC and The Center for Learning Connections at Highland Community College. The number of training sessions for which the NTSC is responsible has increased sharply, as has the need to coordinate schedules, texts and plans with Canadian organizations. The Center also is responsible for the *Real Game* Web site and the sale of *Real Game* products.

To consolidate direction, simplify financial arrangements and clarify reporting relationships, NOICC began managing the activities of the Career Development Training Institute (CDTI) in 1996. The focus of the CDTI's work shifted from research and planning to the delivery of training. The primary actors within the CDTI became national member associations rather than universities. The CDTI Board, representing major education and training professional associations, continues to help carry out the NOICC training agenda, while NTSC produces materials and manages schedules, meetings and announcements in support of planning and development activities.

A Look at the Past

When NOICC's four statutory members entered into an Interagency Agreement establishing the organization in March 1976, NOICC faced a huge task: building the national network, helping establish SOICCs in all the states and territories and developing an Occupational Information System.

By October 1976, NOICC was conducting workshops to facilitate the formation of SOICCs and focusing on developing a systematic way to take occupational data from a variety of federal and state sources and format it so that it could be used to plan employment-related programs. By May 1979, all the SOICCs were in place and 53 SOICC directors were at work.

Developing the Occupational Information System

In the beginning, everyone agreed on the need for a single system, although relatively little had been done to examine the relationship between existing data and its relevance to vocational program planning. There was no system for organizing the data to meet this need. It would be up to NOICC and the SOICCs to design and implement such a system. And that's what they did.

A NOICC team began establishing guidelines for a system to identify procedures for disseminating data about occupational supply and demand. These ideas, published in 1979 in *A Framework for Developing an Occupational Information System*, provided a setting that SOICCs could use to build and implement state-specific Occupational Information Systems.

NOICC then set out to provide technical assistance that would help the SOICCs develop and implement OIS systems in their states. This effort resulted in the publication of the *OIS Handbook—Occupational Information Development*, which identified and described the basic sources of occupational, educational and related data needed for the OIS, and the *OIS Handbook—Occupational Information Analysis, Presentation, and Delivery*, which provided technical assistance in the compilation and analysis of occupational information within the context of an OIS. Materials were developed to introduce the OIS to a variety of other audiences, illustrating two major uses of OIS data—in planning vocational programs and in career guidance and job search activities.

The next step brought NOICC into an arena that has been a hallmark of everything it and the SOICCs have done since—training. In 1980 and 1981, NOICC held two regional workshops to introduce the OIS handbooks and their applications to the SOICCs. Three regional OIS training sessions were conducted in 1982 for state vocational education personnel on using occupational information in planning vocational education programs. In 1983, NOICC began conducting national OIS Technical Conferences, and has done so ever since.

Concurrently, NOICC was working on an extensive revision of the *Vocational Preparations and Occupations*—widely known as the VPO—a crosscoding instrument that could be used to integrate and relate major educational and occupational classification systems into the OIS. The resulting products included a three-volume hard-copy edition of the VPO and a computer-based crosswalk that related codes from each classification system—an early version of what became known as the NOICC Master Crosswalk. Later on the NOICC Master Crosswalk was to become a useful tool for states to use in maintaining and updating the OIS.

The Master Crosswalk, which shows the relationships among the major classification systems used by state and federal agencies, allows states to relate information on demand for skilled labor to the supply of workers trained in a related occupation. NOICC then set up the National Crosswalk Service Center, which serves as a technical resource for SOICCs. Operated by the Iowa SOICC, the NCSC, now known as the National Crosswalk and Data Center, manages and provides products and services based on the NOICC Master Crosswalk.

In the early 1980s, two major types of OIS delivery systems for program planners had emerged—one was manual and the other computer-based. However, at this time, those SOICCs who were moving into the computerized world were using large, expensive mainframe computer systems. That is until late 1983, when NOICC and a committee of SOICCs initiated plans for a microcomputer-based OIS. This step revolutionized the OIS movement.

Using Occupational Information for Career Planning

While NOICC and the SOICCs were focusing on the development and implementation of the OIS, they also were moving in a direction that would become critical to the work of the Network—the use of occupational and educational information in career guidance activities and career exploration and planning.

Career Information Delivery Systems

Through a special grant program transferred to NOICC from the U.S. Department of Labor in 1979, 30 states received grants to develop statewide Career Information Delivery Systems (CIDS), computer-based systems that provide information about occupations and training opportunities for individual users, including students and adults in career transition. This action launched the NOICC/SOICC Network firmly into the career information/career development arena, where NOICC and the SOICCs have had a significant impact in a wide range of areas. By 1996, CIDS were operational in almost every state, with state-supported CIDS systems being used by an estimated nine million people each year at some 20,000 sites nationwide.

Improved Career Decision Making

On a closely related track, in 1984, NOICC assumed responsibility from the Department of Labor for the now widely acclaimed Improved Career Decision Making (ICDM) training program for counselors and counseling students. ICDM is designed to help counselors understand and use labor market information in career guidance and counseling programs. Thousands of counselors participate annually in ICDM training conducted by SOICCs across the country. Today, because of the NOICC/SOICC ICDM initiatives, tens of thousands of counselors have been trained to help people nationwide use labor market information to make informed decisions about jobs and careers.

Expanding into Career Development

Over the years, the NOICC/SOICC Network has become known for its achievements in the career development arena. This movement into career development is based on the idea that the career development process provides a way to connect the individual and the workplace. While the Network has been involved in career information from the beginning, its career development-related activities really took off in the mid-1980s.

National Career Development Guidelines

In response to the need for national guidelines for high quality career guidance programs for people at all educational levels, NOICC launched a major initiative in 1987 that has had a significant impact nationally, and internationally as well—the National Career Development Guidelines.

The National Career Development Guidelines initiative began with a grant from NOICC to the North Dakota SOICC to establish desired student/client outcomes, identify activities necessary to achieve the outcomes, and to determine the competencies that counselors need to carry out the program. Four states were then awarded grants to pilot the Guidelines at all five educational/developmental levels and to serve as case studies in using the career development guidelines.

By 1990-91 more than 30 states were using the Guidelines to develop and enhance career development programs. Today the Guidelines are being used in at least 40 states and have been adapted for use in Canada and Japan.

NOICC's National Career Development Guidelines have laid the foundation for a comprehensive, competency-based approach to career development nationwide, not only for educational institutions across the country, but for government agencies, business and industry.

Career Information Tabloids

Another NOICC/SOICC career information/career development initiative has been the development and publication of tabloid-style career information newspapers, commonly known as career tabloids. Initially the tabloids were designed primarily for high school students, but today they are being produced by SOICCs for use by elementary and middle school students, as well as adults in career transition.

Career Development Workshops Via Satellite

Beginning in 1990, NOICC initiated the use of satellite broadcast technology to expand its audiences for career development training. Some 2,000 teachers, counselors, parents and school administrators at 167 sites in five states participated in NOICC's "Introduction to Career Development" satellite workshop. The workshop was designed to help participants become more knowledgeable about the career development process and to present ways to integrate career development methods into the educational curriculum.

Later that year, NOICC supported a second career development workshop by satellite, this one focusing on career development at the elementary school level. It reached an estimated 4,000 elementary counselors, administrators, teachers, parents and community leaders. Career development video packages based on the broadcasts were developed and distributed throughout the country. Two more career development satellite teleconferences followed in Program Years 1992 and 1994. The 1994 teleconference and workshop, "Helping Students Transition from School to Work," had an estimated audience of 10,000 teachers, counselors and administrators.

Employee Career Development

During 1989 and 1990, NOICC was developing a counselor-training program that focused on helping adult workers in career transition. The Employee Career Development (ECD) project was designed to train counselors in a range of settings to help displaced adults make informed decisions about education, training and jobs. SOICCs administered ECD training across the country and the program was integrated into NOICC's Workforce In Transition training, initiated in 1994.

Career Development Training Institute

NOICC's leadership in career development expanded significantly in Program Year 1991, when, with a $1.2 million appropriation from Congress, the organization established the national Career Development Training Institute (CDTI). The CDTI's mission was to design career development training programs for states to use in training personnel to help students and adults acquire career development skills and make career decisions. Initially the CDTI was operated by the South Carolina SOICC under a grant from NOICC. This CDTI involved three universities including Oakland University in Rochester, Mich., the University of South Carolina in Columbia, and the University of Wisconsin-Madison. By 1996, the CDTI had expanded to include the University of Colorado at Denver, the University of North Carolina at Greensboro and the Center for Career and Work-Related Education in Seattle, as well as SOICCs and other organizations. The accomplishments of the CDTI were to be phenomenal.

Career Development Portfolios

Program Year 1992 saw the beginning of NOICC's involvement in Career Development Portfolios. That's when NOICC, the Maine SOICC and the American School Counselor Association began collaborating together to develop a career planning guide for students. The first portfolio developed under this initiative was the *Get-A-Life Portfolio*, a

career planning journal designed to guide students through the career development process and to help them relate their education to career interests and aptitudes as they moved from middle school through high school and beyond. The *Get-A-Life Transition Planner* was designed for tech-prep students in the last two years of high school and the first two years of postsecondary education. From the *Get-A-Life Portfolio* for students, a new portfolio was developed for use by adults—the *Life Work Portfolio.*

In Program Year 1993, NOICC released the *School-To-Work Program Guide,* designed to help educators at the state and local levels incorporate the career development process into their plans for School-To-Work transition programs. *Planning to Meet Career Development Needs: School-To-Work Transition Programs* demonstrated how existing resources could be used to support career development planning and implementation. It was designed to provide a framework for states and school districts to use to address career development requirements in the School-To-Work Opportunities Act.

Workforce In Transition

The release of the Workforce In Transition training program and curriculum package brought to a new level the Network's emphasis on adult career development. The program and curriculum was developed with the assistance of a resource team of business and industry, Employment Service, JTPA, Rehabilitation Services and community agency and education representatives. Train-the-trainer workshops were conducted across the country. NOICC and the SOICCs were playing a major role in designing the One-Stop Career Center Train-the-Trainer program and training for the Employment and Training Administration's regional and national staff. Eventually, training in the use of *Exploring Learning Options* was delivered with Workforce In Transition training. *Exploring Learning Options* is a handbook for dislocated workers contemplating a return to school prepared by the Alliance formed by AT&T, Communications Workers of America and the International Brotherhood of Electrical Workers.

The Real Game

As the work of the NOICC/SOICC Network continued, working with partners became an important way of doing business. *The Real Game Series,* for example, is a product of an international collaboration between the NOICC, the SOICCs, Canada's National Life/Work Centre, Human Resources Development Canada, The Real Game, Inc., and the network of provincial and territorial organizations making up the Canadian Career Information Partnership. It all started with *The Real Game,* a career development program that is designed to help seventh and eighth grade students explore possible careers. The first U.S. pilot program was launched in January 1996, and the U.S. version of *The Real Game* was developed and released by NOICC in March 1996. The initial game evolved into a series of six games, extending from the third grade through high school and on to adults.

Curriculum for Career Development Facilitators

Meanwhile, the work of NOICC's Career Development Training Institute continued to grow. The CDTI at Oakland University in Rochester, Mich., conducted a study to determine what credentials or standards are appropriate as a basis for training career counselors. Researchers also looked at how standards and credentials are used in training programs for Master's level career counseling programs. Then they conducted a new study concerning the training needs of career counseling facilitators. Their report, *Training Needs of Career Development Facilitators,* identified skills that career development facilitators consider important and outlined the kinds of training that practitioners reported they needed to do their jobs more effectively. This work laid the foundation for a major NOICC initiative—the development of a curriculum for college-level training and credentials for career development facilitators.

School-To-Work & One-Stop Career Centers

Now more than ever NOICC/SOICC resources were being maximized, with its systems and products being used at One-Stop Career Centers across the nation. The Network's work in connection with integrating career development and School-To-Work initiatives was focused and intense. And from 1994 through 1996, NOICC, in conjunction with

the American Vocational Association, conducted 10 workshops across the country on integrating career development into School-To-Work programs. NOICC also provided technical assistance to the Department of Education in connection with the Urban High Schools initiative.

CDTI Activities Grow

NOICC's other career development activities continued to grow. In 1995, the organization awarded nearly $550,000 for CDTI activities and programs. Several things NOICC accomplished through the CDTI from 1994 to 1996 are listed below:

- Developed the Life Work Portfolio for adults who have difficulty in the labor market—another resource for adult career development.
- Updated and consolidated the National Career Development Guidelines into a single user-friendly volume.
- Developed a 40-hour telecourse on implementing School-To-Work transition initiatives.
- Developed a 120-hour college-level curriculum for career development facilitators.
- Evaluated the effectiveness of ICDM workshops and published a report on the findings.
- Developed a CD-ROM version of ICDM training.

Enhancing Occupational and Labor Market Information Systems

The development and use of occupational and labor market information has been a central concern of NOICC since it was established in 1976. Its focus on the importance of information is based on the knowledge that developing effective programs—employment and training, workforce development and much more—depends on solid, up-to-date, easily accessible information about occupations and the labor market.

Micro-OIS

As the NOICC/SOICC Network moved into the mid-1980s, technical teams began on taking advantage of the rapid technological advances in the capabilities of microcomputer hardware and software. They began developing a microcomputer-based OIS system called the Micro-OIS. By 1987, an estimated 38 states had implemented the Micro-OIS. NOICC and the National Crosswalk Service Center began developing new software enhancements for the Micro-OIS, including the Training (School) Directory and the Occupation/Industry Matrix module. The Training Directory was designed to identify educational institutions and their program offerings by geographic area. The Occupation/Industry Matrix provided data on industries that employ a certain share of workers in selected occupations, specified by supply/demand cluster code or occupational code.

Micro-MATRIX

Also in 1987, NOICC announced the availability of a microcomputer-based MATRIX Occupational Projections System, which allowed states to develop state and substate supply/demand projections using an MS-DOS microcomputer. The new system also allowed users to review and edit the data as it was being processed. In 1988, NOICC released an enhanced version of the Micro-MATRIX, which allowed users to develop occupational projections into the year 2000.

NOICC Master Crosswalk

In Program Year 1990, the National Crosswalk Service Center began laying the groundwork for a major revision of the NOICC Master Crosswalk. By 1992-93, when the revision of the NOICC Master Crosswalk was finished, significant changes in federal classification systems as well as the results of a review of the basis of the Classification of Instructional Programs and the Dictionary of Occupational Titles had been incorporated into the Crosswalk.

Meanwhile at the National Crosswalk Service Center (NCSC) at the Iowa SOICC, demand for products and services was up substantially in 1987 from the previous two years, with a significant demand for microcomputer-based products. NCSC developed a Census Occupation/Industry Matrix file for each state and worked with the Bureau of Labor Statistics and the state of Utah to develop specifications for the files.

OIS Redesign

In 1992-93, NOICC launched the first major redesign of the Occupational Information System since the development of the Micro-OIS in 1983-84. In 1994, NOICC released the newly redesigned OIS, which was more comprehensive, flexible, easier to use, and designed to enhance the use of occupational information for planning vocational-technical and employment and training programs. Users were now able to obtain reports describing occupations, industries, clusters, training programs and training providers. They could get information about the fastest-growing occupations and industries, the occupations that will have the most openings, occupations that are declining or slowest growing in employment and much more.

Another enhancement of the OIS was already in place. The "Higher Education Units of Analysis," developed by NOICC, provided a new tool for including higher education graduates in occupational supply data in an OIS and would facilitate analysis of worker supply and demand in a state. It provided a framework for presenting data on occupational demand, in conjunction with information on the "supply" of graduates of higher education programs.

Occupational and Labor Market Information Database

The project also included the design and development of a database structure called the Occupational and Labor Market Information Database (OLMID), for states to use to create a comprehensive database of occupational, labor market and training information. Software was developed to allow the creation and maintenance of OLMID files from existing data sources and utility programs that allow users to create files from the database to update various state delivery systems. These delivery systems include the redesigned Micro-OIS and others. The redesigned OIS and OLMID were adapted in 1996 as the basis for America's Labor Market Information System (ALMIS), developed by the U.S. Department of Labor. NOICC also served as a member of the Labor Market Information Institute consortium, funded by DOL through ALMIS. NOICC staff participated in ALMIS Long-Term Projections/Census Tools Consortia planning meetings.

OLMID/OIS Technical Conference

To help states implement OLMID and the OIS for use in connection with One-Stop Career Center efforts in the states, NOICC conducted a weeklong OLMID/OIS Technical Conference in Baltimore, Md., in June 1995. The National Crosswalk Service Center, now called the National Crosswalk and Data Center, provided significant support to NOICC in connection with the OLMID database and assumed responsibility for data collection and distribution of the State Training Inventory, another highly successful NOICC/SOICC product.

Developing New Systems

Over the years, NOICC has worked extensively with the U.S. Department of Defense to improve linkages between military and civilian occupational information. One of the first major projects was commonly known as MOTD (Military Occupational and Training Data), which involved integrating military career information into Career Information Delivery Systems. From 1983 to 1988, MOTD integration grants were awarded to states and consortia of states. Other projects with the military included Civilian Training Inventory—CIVTRAIN—a computerized database system developed by NOICC for the U.S. Naval Reserve that matches Navy occupations with related civilian education programs. The system is used to identify educational programs that can be used to train Reserve personnel.

Civilian Occupational and Labor Market Information System

The Civilian Occupational and Labor Market Information System (COLMIS) provides information about state and local labor markets and was designed for DoD and the Department of Labor's Veterans' Employment and Training Service (VETS). It is used by officers and enlisted personnel in all four branches of the military service who are considering a return to civilian life. It was the first-of-its kind national information system consisting of an extensive database of occupational, educational and labor market information capable of delivering information by state, county and local areas.

Economic Development and Employer Planning System & State Training Inventory

All these NOICC-developed systems are outgrowths of work done to develop and refine Occupational Information Systems. In addition to CIVTRAIN and COLMIS, other computerized database systems developed by NOICC include the Economic Development and Employer Planning System (EDEPS), designed to provide information for economic development and business and industry planning, and State Training Inventory (STI), an educational database system that allows states and local users to identify schools and programs by selected geographic areas.

Communication and Coordination

Improving communication and coordination has been the hallmark of NOICC/SOICC activities for 24 years. And because they work together in a larger federal-state network, NOICC and the SOICCs were able to bring together different efforts and programs. The Network was established to improve coordination and communication among developers and users of occupational, educational and labor market information, and although the NOICC/SOICC mission broadened over the years, this directive remained a driving force for NOICC and the SOICCs.

The National SOICC Conference

In 1978, NOICC began sponsoring an annual National SOICC Conference to promote the exchange of ideas and information among participants in the NOICC/SOICC Network. Over the years, the number of conference participants has grown to include representatives from other federal and state agencies and from national and state professional associations, as well.

1978	Denver, Colo.	1988	Portland, Ore.
1979	Biloxi, Miss.	1989	Albuquerque, N.M.
1980	Arlington, Va.	1990	Snowbird, Utah
1981	Reno, Nev.	1991	Albany, N.Y.
1982	Huntsville, Ala.	1992	Tulsa, Okla.
1983	Seattle, Wash.	1993	St. Petersburg, Fla.
1984	Lexington, Ky.	1994	Danvers, Mass.
1985	Denver, Colo.	1995	Tucson, Ariz.
1986	Portland, Maine	1997	Tacoma, Wash.
1987	Charleston, S.C.	2000	Washington, D.C.

NOICC Recognition Awards

In the 1980s, NOICC established a NOICC Recognition Awards program to recognize individuals in the NOICC/SOICC Network for their efforts on behalf of the Network and for their special achievements in the areas of information for program planning and career decision making. Outstanding SOICC staff members also were recognized, as were individuals who are part of the larger Network. The awards were presented annually at the National SOICC Conference.

NOICC Public Information

In 1987, NOICC launched an endeavor that involved making sure that audiences important to the success of the Network knew about its initiatives, products, resources, programs and goals. Activities included the preparation and dissemination of news releases, brochures, fact sheets, informational materials and the annual NOICC/SOICC Status Report. The display of information at national conferences through the NOICC exhibit booth also helped heighten awareness of NOICC/SOICC products and services. In addition NOICC staff participated in conferences and meetings, delivering papers and speeches that focused on promoting the goals of the Network. With the arrival of the Internet, NOICC and the SOICCs used this new opportunity to develop Web sites and provide a wide range of information, products and resources via the World Wide Web. The development of the International Career Development Library has become a new way of delivering information—on the Internet. The NOICC/SOICC Network's reach has been international as well, including technical assistance to a wide range of countries including Turkey, Bosnia, Hungary, Poland, Canada, Japan, New Zealand and Australia.

Work In America Surveys

Over the years, NOICC and NCDA worked together on a series of national surveys on jobs, careers and the workplace conducted by The Gallup Organization. The 1989 survey found that almost two-thirds of adult Americans would try to get more information about their career options if they could begin their work life again. This information was widely covered by the national news media as a result of NOICC's public information efforts. The survey findings were published on the front pages of newspapers across the country and broadcast on CNN and other television and radio networks. An Associated Press story was picked up by some 500 newspaper nationwide, including the *Chicago Tribune, Detroit Free Press, Philadelphia Inquirer* and the *Miami Herald.* The story was broadcast by national radio including National Public Radio and ABC Radio News. When NOICC and the NCDA conducted a third Gallup poll on career planning and job preparation, they released the findings at a news conference at the National Press Club in Washington, D.C. This effort also resulted in widespread media coverage including *USA Today* and CNN and other television and radio networks. The fourth NOICC/NCDA Gallup poll was released in June 2000.

NOICC Support Centers

While much of NOICC's work has been creating systems and products to promote career preparation and workforce development, it also has emphasized mechanisms for ensuring their delivery and use. This has involved training and program development through the Career Development Training Institute; product and resource dissemination through the NOICC Training Support Center; and the coordination work of the National Crosswalk Data Center. The Network's focus has been constant from concept to product development to dissemination to training.

Occasional Papers Series

In 1990, NOICC launched an Occasional Papers Series to provide the Network with another means of sharing information about important innovations and issues related to occupational information, career information and career development services and products. The papers were disseminated through the NOICC Training Support Center.

National Career Development Guidelines
The Real Game
The Get Real Game
The Play Real Game
The Be Real Game
The Make It Real Game
Real Times, Real Life
Workforce In Transition
Life Work Portfolio
Get-A-Life Portfolio
Get-A-Life Transition Planner
Improved Career Decision Making
Employee Career Development
Exploring Learning Options
SOICC Career Tabloids
Career Development Facilitators' Curriculum
Career Information Delivery Systems
Occupational Information System
Occupational and Labor Market Information Database
Economic Development and Employer Planning System
State Training Inventory
Transition Opportunities System
Civilian Training Inventory
NOICC Master Crosswalk
NOICC/SOICC Web Sites
Job Corps LMI Desk Reference
O*NET Training
International Career Development Library

NOICC/SOICC Partnerships

Over the years, the NOICC/SOICC Network has grown to include a large and varied universe of people committed to its mission and to promoting the use of occupational and labor market information, the career development process and workforce development. NOICC has fostered close working relationships with a wide range of organizations representing various aspects of career development, vocational education and labor market information communities. These organizations range from federal agencies to professional associations to organizations in the private sector.

American School Counselor Association
National Career Development Association
American Career and Technical Education Association
Association for Computer-Based Systems for Career Development
National Association of State Career Development /Guidance Supervisors
The Center for Credentialing and Education
National Consortium of State Career Guidance Supervisors
National Association of SOICCs
National Association of Workforce Development Professionals
International Association for Personnel in Employment Security
International Conference of Employment Security Agencies
National Association of State Directors of Vocational and Technical Education
International Association for Vocational Education and Guidance
National LMI Training Institute
Society for Human Resources Development
Human Resources Development Canada
National Life/Work Centre, Canada
Canadian Career Information Partnership
The Real Game, Inc.
Canadian Career Development Foundation
American College Testing Service
Career Development Systems
Careerware, ISM Corporation
CFKR Career Materials
Chronicle Guidance Publications
COIN Educational Products
Educational Testing Service
JIST Works, Inc.
National Career Information System
Peterson's
The Riverside Publishing Company
Wintergreen/Orchard House, Inc.
Career Communications, Inc.

SOICC Activities: July 1996—June 2000

Arkansas

While the Arkansas SOICC had many successes during this period, its most significant accomplishment was the redesign of the state's Career Information Delivery System. This system has been at the forefront in the delivery of automated career information for Arkansas schools for several years and was adopted as part of the curriculum for the Career Orientation Program in 1987. Converting to Windows made the system much more appealing to the primary audience of junior and senior high school students, and it made the system much easier to update. The new system, known as the Arkansas Occupational and Training Information System (ArkOTIS), contains detailed information on over 380 occupations and 150 Arkansas postsecondary institutions and training facilities. The Department of Labor's Career Video CD series has also been incorporated into the system. Funded almost entirely through the NOICC/SOICC Basic Assistance Grant, the software is free to any organization involved in career guidance activities.

The annual *Arkansas Career Watch* tabloid continued to be one of the state's most popular printed career information resources during the period. While the publication was distributed primarily to junior and senior high school students, it also was placed in One-Stop Career Centers for adults in career transition. Some 100,000 copies of the publication were produced and distributed each year, with funding from NOICC Basic Assistance Grants. The SOICC worked with the Arkansas Department of Workforce Education (ADWE) to introduce *The Real Game* into the state's Career Orientation (CO) curriculum during Program Year 1998. The product was demonstrated at a statewide conference of CO instructors in August and was used throughout the state during school year 1998-99.

Over the past few years, the SOICC and the Arkansas Employment Security Department (AESD) conducted a series of labor market information workshops. Approximately 180 persons were trained during the period, including high school counselors, career orientation instructors, One-Stop Center staff and others involved in career guidance. The SOICC, in cooperation with the AESD, helped develop two series of industrial and occupational projections. The data also were used to develop annual supply and demand data that contributes to the eligibility determination for various AESD and ADWE programs.

The delivery of career information products and services will continue to serve a vital role in the educational process of young people in the state. Products like the ArkOTIS, The Arkansas Career Watch Tabloid, The Real Game and the career videos provide a link to career information that has come to be expected by counselors and career guidance instructors throughout Arkansas. While the organizational structure of the Arkansas SOICC may change, it is important that its products and services continue.

Arizona

The Arizona SOICC's Occupational Information System continued to be the most widely used Career Information Delivery System in the state. The system was upgraded with *USES Interest Inventory* and an Occupational Search Skill Transfer module developed specifically for JTPA Dislocated Worker program administrators.

Because Arizona's Department of Education, through its School to Work Division, began to direct students toward six defined Career Pathways, the SOICC modified its OIS reports to identify the occupations associated with each Career Pathway. As a supplement to the OIS, the SOICC purchased the rights to reproduce and distribute a series of 300 career videos, Careers for the 21st Century, and made them available to Arizona schools and One-Stop Career Centers at a significant discount. A set of eight Employability Skills videos also was provided to schools and One-Stop Centers.

From 1997 to 1998, the SOICC continued to improve the Arizona OIS, raising the total number of OIS sites to more than 600. The SOICC added a work temperament inventory module to the OIS, which helps evaluate how an individual will do in different work settings. The SOICC also contracted with Peterson's Guides of Princeton,

New Jersey, for rights to reproduce and distribute 100 CD and diskette copies of its College and Career Quest. As a supplement to the OIS, College and Career Quest added nationwide listings of colleges and financial aid for students. The SOICC cosponsored *Real Game* trainer training for Arizona teachers. The Arizona SOICC has been heavily involved with *The Real Game* and the development of related resources for other grade levels; it had helped to pilot test *The Real Game* several years earlier.

Because of funding assurances from the Division of Employment and Rehabilitation Services, the SOICC has been able to begin converting the OIS from a DOS-based system to a Windows-based one. While turnover of SOICC staff from 1998 to 1999 slowed the conversion, the process went forward nevertheless. The new OIS, Arizona Futures, will have all the features Windows users have come to expect in Windows-operated systems. The SOICC distributed its remaining career videos to Arizona One-Stop Career Centers and to a new location of the Maricopa County Skills Center. Remaining supplies of College and Career Quest CDs and diskettes also were distributed on a first-come, first-served basis to Arizona schools and One-Stop Career Centers.

California

The California SOICC launched its own Web site on the Internet even before the period of this report to enhance the distribution of career and labor market information in the state. Since December 1995, when the site first went up, the range and sophistication of the information has grown steadily, as has the site's popularity. The site now includes an interactive database of over 2,700 training institutions in the state, searchable by program, occupation and geographic area. It also provides for easy download of SOICC publications and other documents, including its career information tabloid, *Prospects99*.

The SOICC produced its first career information tabloid, *Prospects98*, in Adobe Acrobat format for easy downloading and printing. It received wide acclaim and was updated for 1999. Over the period, the system of *Occupational Outlook Reports* has grown to cover the state's 58 counties. The reports, providing occupational supply and demand and labor market information, are produced by 37 local partners. The Enhanced State Training Inventory (ESTI) is distributed on CD-ROM at no cost to all One-Stop Career Centers in the state, as well as to every County Office of Education, Employment Service office, County Welfare Department, Department of Rehabilitation district office and community college campuses. It also is available as an interactive database on the SOICC's Web site.

The California SOICC took the lead in gathering support for a Labor Market Institute for the state and key agencies joined in providing financial support. The LMI Institute has pilot tested its first courses for the One-Stop Centers system. Taught in a computer lab with connections to the Internet, the Institute offers hands-on modules that can be combined for different audiences, including One-Stop Career Center staff, economic developers, school counselors and welfare-to-work specialists. An intensive course can last three days.

Since July 1996, the SOICC has provided a variety of training, including Improved Career Decision Making, *The Real Game* for middle school personnel, and ICDM Using the Internet. The SOICC sponsored a conference on incorporating the National Career Development Guidelines into academic curriculum for California community colleges. It provided training-for-trainers in *The Real Game* to help meet the demand for training and trained practitioners in the adult version *Real Time, Real Life*.

The California SOICC has compressed the career videos produced under contract to the Department of Labor and incorporated California-specific data. Each video has hot links to related occupational information and industry sites. The videos are widely distributed to schools, libraries, welfare-to-work sites, community colleges and other related sites. The SOICC plans to transition to a real-time Internet-based Enhanced State Training Inventory database, which can be updated daily. It will distribute the second round of career videos, as they become available. The SOICC also will investigate the possibility of streaming the videos on the Internet and look for ways to provide them in other languages. Training will continue in *The Real Game Series*. Plans are to update the career information tabloid, producing it in two versions, one for youth and the other more tailored to adults.

Connecticut

The Connecticut SOICC has continued to publish *Connecticut Career Paths*, now using a booklet format and distributing 125,000 copies each year. Fifteen hundred copies go to the state's largest newspaper for distribution as part of its Newspapers in Education project. The SOICC revised the format for its Improved Career Decision Making workshops, conducting two workshops each year with about 325 counselors, teachers, administrators and others in attendance at each event. Planning is done through a collaboration of Connecticut Learns, the Connecticut School-to-Career initiative; Connecticut Works, the One-Stop Career Center initiative; and the SOICC.

Concurrent workshops have been offered on such topics as using the Internet for job and career development, ensuring safety on the job for students, handling liability issues within School-to-Career programs, successful workplace partnerships, distance learning, video conferencing, workplace mentors, adult education and school-to-career and youth technology issues. The conferences also include such features as an Internet Café and Employer Roundtables, organized by career cluster. Computers for the Internet Café are donated by IBM. Internet access is provided by Southern New England Telephone Company.

The SOICC continues to update data files for use in both the OLMID and ALMIS databases. The State Training Inventory was updated for 1997 and disseminated to SOICC users. Licensed occupations data were updated and sent to the National Crosswalk Data Center for inclusion in the LOIS project. Several new projects included adding Connecticut State Training Inventory data to the Labor Department's Web site and expanding the LMI for Students pages.

The SOICC assisted in the production of a new brochure, *Connecticut Job Outlook*, published by the Connecticut Labor Department, and helped to produce a new supply/demand publication, *Making the Future Yours*. It also assisted in the preparation of a series of career briefs for entry-level occupations and revised the *Connecticut Career Guide*. The products and services that SOICC provides are used by agencies that are involved with One-Stop Career Centers, School-to-Career, Welfare-to-Work, displaced workers, correctional institution inmates, ex-offenders, rehabilitation services, veterans and the general public.

Activities traditionally carried out by SOICC will most likely continue with few changes. The Connecticut Department of Labor, Office of Research, which currently houses SOICC and is the designated entity for WIA Section 309, has also been designated as the state entity for career information development and dissemination under Perkins Section 118. Such programs as the *Connecticut Career Paths* and the *Connecticut Learns and Works* conferences are expected to continue. Career and occupational information increasingly will be delivered via the Internet, and the SOICC will continue to address the needs of diverse populations such as students, job seekers, welfare-to-work clients and displaced workers.

Delaware

The Delaware SOICC has been on the cutting edge of national initiatives on building a quality workforce, beginning with its involvement in early School-to-Work transition issues in creating Delaware's One-Stop Career Information System, Virtual Career Net (VCNet), and its Web site, OOLMI.net. The Delaware SOICC has become a vital and respected partner in the state's overall workforce development efforts, providing Delaware's education, economic development and employment and training communities with high quality, easily understood occupational and career information, as well as career development products, services and training.

The major goals of the Delaware SOICC over this period have been to support activities that provide individuals with career information and career development resources and to support the development and dissemination of occupational information for use in planning by education and human resource development professionals, employers and policymakers. The SOICC has supported improvements to the quality, availability, interpretation and analysis of labor market, occupational and educational data and enhanced communication among state agencies.

The Delaware SOICC has consistently accomplished these goals by capitalizing on the unique partnership of LMI/SOICC within the Office of Occupational and Labor Market Information of the Delaware Department of Labor. Its efforts to link labor and education have been well received over many years, and introducing labor market information within the career development process has become its specialty. *Delaware Career Compass*, a career tabloid for high school students, now in its seventh edition, has been very successful in this endeavor. In fact, based on its success, the SOICC is producing *Delaware Stepping Stones*, the nation's first career tabloid for adults in work transition. The SOICC also publishes *Delaware Jobs*, *Delaware Tomorrow*, *Delaware Wages*, *Delaware Monthly Labor Review* and *Delaware Snapshot*. All its publications are available statewide in One-Stop Career Centers.

The SOICC responds to custom data requests and makes special presentations to employment and training, economic development and educational customers. Its new Web site, OOLMI.net, provides labor market information, while VCNet.net, the state's One-Stop Career Information System, developed with the Division of Employment and Training, provides job, career and training information. The SOICC also has created Outlook, a labor market information system that allows analysts instant access to labor market data.

The SOICC presents workshops and conferences each year in which workers from state agencies, schools and community-based organizations are invited to learn about career development and labor market information and to share their experiences working with specific population groups. Its latest success has been the *Workers In Transition* conferences. Counselors and trainers from education, employment and training, corrections and other agencies, sometimes working with the same individuals, have been brought together in a unique learning environment.

The SOICC has been a key participant in many national and state initiatives, including ICESA's Labor Market Information Committee. The SOICC has participated in conferences involving the American Vocational Association, ICESA, Labor Market Information Forums, Delaware Employers, Sussex County Economic Development, Delaware Adult and Career Education, Delaware Advisory Council on Career and Vocational Education and Governor's Information Technology. SOICC staff have continued to serve as members of many national and state committees, including the National LMI Training Institute, Governors' School-to-Work, Graduate Study Follow-Up, GIS Data Group and the Workforce Development Council.

District of Columbia

The D.C. SOICC has been actively serving on many national, state and local committees, sharing career development and labor market information expertise. Many grant applications require statements showing how applicants will provide career and occupational information to customers and how they will work with these resources to implement proposed programs. Some of the groups the SOICC has worked with include the D.C. Public Schools on the School to Careers and Vocational Education Report; the D.C. Department of Employment Services on Youth Opportunity Grants and One-Stop Grants; the Consortium of Universities on the1999 Gear Up Grant; and Higher Education Information Partners.

The SOICC developed a Web page during this period, which helped raise awareness of its resources and services. Requests have increased for career information tabloids as well as specific occupational information. Upon the recommendation of the D.C. SOICC, Department of Employment Services staff participated in a Career Development Facilitators train-the-trainer workshop. These staff members are now certified as CDF trainers and recently trained approximately 25 persons to become career development facilitators. The SOICC director participated in this training, providing labor market information and career development modules.

The D.C. SOICC is nearing completion of its licensed occupations and consumer reporting databases for the Labor Market Information section, which will establish these systems on line. These systems will be available to One-Stop Center staff in the Department of Employment Services. The D.C. SOICC has been successful in having the same Career Information Delivery System purchased for use in the One-Stop Centers and the D.C. Public Schools. The continuity of the same counseling and career tool in these two agencies will be beneficial.

SOICC staff members have attended O'NET and *The Real Game Series* training during this period so they can respond to the various training requests the program has received. Staff throughout the District have been trained in the use of labor market information, resources and publications, and *The Real Game Series* can be an asset to their programs. The SOICC will continue to provide career development and labor market information for D.C.'s agencies, committees and councils via training, publications, presentations and partnerships.

The D.C. SOICC has been included in various funding grants and will implement specific programs, training and services indicated in the grants. A new tabloid and newsletters will be published to help keep the community informed of the resources available through the program. The SOICC's relationship with the D.C. Public Schools will continue to grow as it provides training to staff in connection with a School-to-Career grant. Training for the schools' staff, as well as staff in other agencies in the city, has been included in a number of grants in which the D.C. SOICC has participated as a partner.

Florida

Since 1996, the Florida SOICC has conducted 20 workshops for One-Stop Career Centers, workforce development and private contractor partners based on the Improved Career Decision Making and labor market information and One-Stop curricula developed by NOICC. Over 400 One-Stop Career Center and workforce development associates were trained in 20 sessions on the use of automated tools for delivering career assessment, career information and counseling services.

In early 1999, the Florida SOICC began training staff of the Florida Bureau of Blind Services and the Division of Vocational Rehabilitation. Three custom workshops based on the NOICC/ETA LMI and One-Stop Career Center workshops were provided for Blind Services staff, but the sessions included more hands-on activities using laptops and case studies. These workshops are one-day events called Cyberdays that focus on the use of career and information tools for client service. The SOICC piloted *The Real Game* series of products in 31 school districts and over half of Florida's 67 school districts received *Real Game, Be Real Game* or *Real Times, Real Life* kits. Over 280 kits were provided to teachers and school counselors. *The Real Game* series was one of the more successful products during this period.

Staff worked on replacing the Occupational Information System with the Florida Research and Economic Database. New State Training Inventory, projections, wage, and program placement information will be available in the new database. A special One-Stop Career Center version of *The Guide to Career and Educational Planning* was produced in late 1999; previously the Florida Department of Education had published the Guide as a high school career tabloid. In 1998-1999, Florida SOICC and DOE cooperated in producing an improved version of the Guide with better labor market and job placement information to assist adults in career transition.

The SOICC provides core technical support for the Florida Occupational Forecasting Conference, an annual conference that provides projections and wage data to target high-demand/high-skill jobs by preparation level. A new committee, the Employment, Occupational, and Performance Information Coordinating Committee, was formed that subsumed the activities of the Florida SOICC. The new committee is being operated by Enterprise Florida and the Jobs and Education Partnership as specified in Florida Senate Bill 252, which is designed to implement the Workforce Investment Act at the state level.

Georgia

The Georgia SOICC has been especially proactive in the development and implementation of improved career information during the past several years. Efforts centered on improvements in the Georgia CIS, particularly accessibility, and on educating counselors, teachers and students about occupational data sources. SOICC staff visited schools and educational conferences, providing students and career counselors with information about available career planning resources. The SOICC's ICDM training for Employment Service staff focused on using the Georgia CIS and other occupational planning tools.

Another area of emphasis was in improving accessibility to occupational information. In concert with the WI&A Division of the Georgia Department of Labor, the SOICC began adding occupational data sources to the agency's Web site during Program Year 1997. The site now contains PDF files of *Georgia Career Planner, Licensed and Certified Occupations, Occupational Trends in Brief, Planning for Tomorrow*; apprenticeship information and the Georgia wage survey.

The WI&A Division, in which the SOICC is administratively housed, has been designated as the new entity to carry out provisions of Perkins and WIA legislation. WI&A staff are working with partner agencies to implement a transition to the new role. The group is focusing on ways to improve the quality and timeliness of occupational data, and staff from the Georgia Department of Education are assisting in this process. Georgia looks forward to a bright future as it seeks to provide students and adults the tools they need to make intelligent career decisions, carrying on the great traditions begun by the NOICC/ SOICC Network.

Hawaii

The Hawaii SOICC continued to provide policy and coordination support for the inclusion of occupational and career information in all employment security and workforce development public media. The SOICC also supported the expansion of occupational and career information systems to One-Stop Workforce Assistance Centers statewide and to welfare-to work customers, military transition centers, and elementary and intermediate school students, as well as job seekers and high school and college students. Career, occupational and general information was loaded onto the Internet, and staff provided technical assistance to the research and statistics office to help deliver labor market information by Fax-On-Demand and through the Internet.

Technical assistance in connection with Internet capabilities also was provided to the Workforce Development Council. The Hawaii SOICC provided technical assistance for a wide range of economic development initiatives, including the Governor's economic revitalization program, the Millennium Workforce Development Initiative, and cooperative initiatives with the Peoples' Republic of China Labour Ministry and the Labor Force Board of Guangdong Province. All SOICC, CIDS and labor market information resources, products and services support School-to-Work initiatives, Career Pathways, Welfare-to-Work, One-Stop Workforce Assistance Centers, WIA Consumer Reports, Hawaii Economic Revitalization and Pacific Rim Economic Development national and state initiatives.

Since 1978, the Hawaii SOICC has been attached to the Department of Labor and Industrial Relations, which also houses the Workforce Development Council (WDC). The WDC has been designated the Carl Perkins Section 118 entity. Hawaii SOICC membership, products and services may be absorbed into the Council or into the University of Hawaii's Office of the State Director of Vocational Education, the Perkins funding recipient. Emphasis within the Department of Labor and Industrial Relations will shift to functional integration of public and workforce information services and products. The department also will move to develop industrial workforce standards and coordinate them with economic development priorities.

Idaho

The Idaho SOICC continued to provide career information and training to counselors and teachers and technical assistance to personnel at Idaho Career Information System user locations. During Program Year 1998, the number of sites using the Idaho Career Information System increased to 343 and the total number of users to more than 124,000. These sites include 97 percent of Idaho school districts, all Job Service local offices, Vocational Rehabilitation local offices and correctional facilities, as well as several colleges and universities, tribal entities, libraries and private businesses. Training included workshops conducted throughout Idaho, conference presentations and direct training for faculty and staff.

All the information files in the Career Information System were updated and distributed to user sites. Internet links to all the college and university Web sites were incorporated into the system, allowing users to link directly to the

schools of their choice while using the system. SOICC staff conducted approximately 30 daylong workshops during the year and over 45 on-site training sessions for counselors, teachers and administrators. Technical assistance was provided through a toll-free number and on-site visits. Eighty-five videos developed by the New Jersey SOICC were incorporated into the CIS system and several hundred CD's of the videos were distributed along with CIS information and software. For those schools who do not yet have an on-line application process, a college letter writing feature was added to the system, allowing prospective students to easily request information and application materials. A feature was added to enable users to directly compare features of colleges and universities at the same time on the same screen.

The Idaho SOICC printed and distributed a middle school and junior high school curriculum during the year that addresses all the major components of the career development process and is linked the National Career Development Guidelines. The curriculum is integrated into academic subjects and includes a workbook for each student. Copies were distributed as part of the CIS fall release to all participating middle schools in Idaho. The SOICC also made available Job Works for Windows, a software program that helps people develop job-search, resume writing and job interview skills.

Illinois

The Illinois SOICC has been using the latest developments in computer technology to deliver career and occupational information to students, parents and adults participating in workforce development programs. Windows-based systems were implemented for the career, occupational and social service information products. Internet delivery for all SOICC information systems has become a reality.

The SOICC added a number of new information components to its HORIZONS Career Information System, including the career guide to industries, which provides comprehensive information on 40 industries in Illinois. Another addition provides teachers with over 400 activities to facilitate the career development process. One hundred career videos developed by the Department of Labor were added to make it more appealing. Windows and Macintosh versions of the middle school career information product COUNTDOWN 9,8,7... were introduced during this period.

The most significant advance in technology was the introduction of Internet versions of the Career Information System and COUNTDOWN 9,8,7... Funding from the School-to-Work Act and JTPA made it possible to deliver the career information systems over the Internet. The SOICC also distributed approximately one million bookmarks describing the CIS system to high schools, community colleges, universities and One-Stop Career Centers. Information on how to access the SOICC's career information products on the Internet was included on the bookmarks, resulting in more than 100,000 hits on the site in the first two weeks after the bookmarks were distributed.

With the introduction of the Windows-based OIS, users now have access to more data and regional configurations of that data. Users can now download the OIS system from the Internet and can configure the data by JTPA, community college or vocational education regions. A statewide OIS supply-demand report also can be seen via the World Wide Web. By developing a Windows-based delivery system, the SOICC made it easier for users to access the social services information available in the Illinois Resource Information System (IRIS), which contains information on over 17,000 services delivered at more than 4,000 sites in Illinois. The system is available in all One-Stop Career Centers to assist workers in transition from one job to another. The Department of Corrections is using IRIS to help parolees move into civilian life.

The SOICC also prepared a variety of print products related to career and occupational information. The *Illinois Job Outlook in Brief*, for example, shows the top occupations by annual openings, level of required education and earnings. Thousands of the brochures were sent to schools, One-Stop Career Centers and public assistance offices. The SOICC also will emphasize the delivery of career and occupational information via the Internet. The SOICC Web site will be revised as needed to assist specific user groups, and the SOICC will add audio and video to make the information more appealing to users. The Internet also will be used to deliver training to users of the various SOICC systems and as a primary communication vehicle regarding occupational and career information activities.

LOUISIANA

The Louisiana SOICC has been highly successful in distributing its publications throughout the state. The penetration of the potential user market has been so complete that virtually every agency that has a use for SOICC products is using them, including state agencies, school systems at all levels, local government agencies, JTPA, private practitioners, Job Centers of all types and One-Stop Career Centers. The Career Information Delivery System also has been very successful; CHOICES is in most of the high schools and all the Job Service Offices in the state.

Approximately 500,000 copies of the SOICC's *Finding the Right Job*, published by the Louisiana Department of Labor, has been distributed in the past five years. It is the department's most requested publication. It is used by school systems as part of their Free Enterprise module and a number of school boards produce their own copies. All Career Centers use it, and the Louisiana prison system has adopted it as part of its educational module for its early release program. The East Baton Rouge Parish District Attorney's Office has adopted it as part of its education program for its First Offender Program and the state college and university system uses it in guidance programs. It's estimated that since July 1996, more than 200,000 copies of *Finding the Right Job* have been distributed throughout the state.

Other publications such as *Job Search Tips Cards*, the *To Spin a Web* guide to Internet job hunting and various other publications have been distributed in the many thousands. *Louisiana Licensing Guide* is updated yearly and approximately 1,500 copies are distributed annually. The State Training Inventory also has been very successful and is used at an estimated 200 to 300 sites per year. Approximately 400 schools, universities, Career Centers and private practitioners in Louisiana use the CIDS program, CHOICES.

MAINE

Significant accomplishments of the Maine SOICC during this period centered on career development activities associated with School-to-Work and the establishment of One-Stop Career Centers across the state. For School-to-Work, the SOICC received funds from the Maine Department of Education to support the development of comprehensive K-12 career guidance and career development programming across the state. The funds were used to establish and monitor pilot programs in approximately 10 local STW partnership areas. The pilot programs emphasized using the CIDS and incorporating career development portfolios into the school curricula.

The SOICC introduced *The Real Game* in the state. Staff at more than 80 middle schools have the product in hand and have been trained in its use. Maine pilot tested the *Make It Real* and *Get Real* career exploration games. Maine licenses the Careerware series software programs, CHOICES, JR., Career Futures and CHOICES/CT. During Program Year 1998, the SOICC worked hard to penetrate the middle school market for Career Futures and approximately 50 middle schools were added as user sites. CHOICES/CT is the career software of preference in the vast majority of Maine high schools and is available in 100 of Maine's 122 high schools.

Maine's One-Stop Career Centers have adopted the CIDS as one of the required programs for each of its 23 centers across the state. Maine SOICC staff are heavily involved in providing career development training to career center staff, primarily through the CIDS initiative. Another mandatory product for each of the Career Centers is the *Life Work Portfolio*. Improved Career Decision Making continues to be the prime effort to introduce sources of career information to practitioners. The SOICC has modified ICDM into two segments—ICDM Basic, which emphasizes basic information sources and ICDM Advanced, which focuses on the decision-making process.

SOICC staff also have been involved in developing a training strategy for Maine's version of LMI Access, called *Maine Economic Data Inventory (MEDI)*. SOICC and Bureau of Employment Services staff developed a set of options for the designation of the Perkins 118 entity in Maine and indications are that the SOICC will be the recipient of Perkins funding. The SOICC will continue to provide resources to Maine educators as they implement the latest curriculum reforms. Within this effort, entitled *Learning Results*, a section entitled Career Preparation provides the vehicle and context for use of SOICC products and services.

While the SOICC envisions continuing strong involvement in career development and career information delivery aspects of the new mandate, there still is a need to support a supply/demand capability. While plans are to continue to work with its labor market information counterparts in the state, the SOICC recognizes the need to continue exploring the possibility of a stand-alone OIS as a by-product of the LMI Access and/or their equivalent products such as *HRIS*. Further, a debate regarding the fate of PC-based CIDS must be engaged. While the Internet is an essential information source, there are potential risks if schools and agencies move to almost total reliance on the Internet for access to information. CIDS, as represented by Careerware, CIS, ACT, *et al*, represent resources conceptually built on modeling the *process* of career decision-making as much as access to information.

MARYLAND

During the last few years, career development training activities in Maryland have supported a wide range of workforce development initiatives. A Career Development Facilitators Workshop was held at Loyola College and the 20 Master's level counselors who participated in the training now are conducting workshops and providing instruction to prepare career development facilitators throughout the state. The SOICC launched an extensive and comprehensive marketing program that reached over 6,000 participants in career conferences, seminars and workshops.

The SOICC is an active participant in the *Prison to Work: Transition into the Future* initiative in partnership with the Maryland State Department of Education and NOICC. Training in the National Career Development Guidelines, career development portfolios, Improved Career Decision Making, VISIONS PLUS® and labor market information were provided to over 50 correctional education teachers, counselors and principals. Correctional facilities participating in the career transition program include the Maryland Correctional Institution for Women, the Maryland Correctional Training Center, the Eastern Correctional Institution in Westover, a prison site in the Lower Eastern Shore and the Occupational Skills Training Center.

In support of the Workforce Investment Act and Carl Perkins Amendments, the Maryland SOICC significantly increased distribution of its VISIONS and VISIONS PLUS® computerized career information systems to over 435 sites in Maryland in 1996-1999. Technical assistance and support was provided on a daily basis to sites. The SOICC expanded Career Information Delivery Systems to middle and junior high schools. VISIONS is used by 17 local education agencies in Maryland because of its career development modules: *You and the World of Work, Exploration and Planning Your High School Program.* VISIONS culminates in a four-year plan of study for students. VISIONS PLUS® has been enhanced to include a skills-transferability file, a complete national graduate school file and a financial aid/scholarship file.

An *Advanced Training Manual*, which includes ideas for infusing VISIONS PLUS® into curricula, was developed and disseminated by the SOICC during this period. Additionally, the SOICC has worked closely with the Governor's Workforce Investment Board and Job Service to develop CAREERNET VISIONS for One-Stop Career Centers in the state. CAREERNET VISIONS is the core state system for conducting career development searches in CAREERNET programs in over 45 One-Stop Career Centers.

During this period, more than 2,300 counselors, teachers and administrators were trained in career development by the SOICC involving over 50 VISIONS/ VISIONS PLUS® and CareerNet VISIONS training sessions. The SOICC also worked with Maryland's Office of Labor Market Analysis and Information to complete the update of employment projections to the year 2005 and the production of substate area projections. These projections have been incorporated into all Maryland's Career Information Delivery Systems. The SOICC continued to offer Improved Career Decision Making and Employee Career Development workshops and teleconferences. Over 6,000 newsletters were disseminated annually and the SOICC distributed over 74,000 career tabloids. Educators and counselors purchased more than 30 *Real Game* kits; training was provided by the SOICC.

Through CAREERNET, the SOICC maintains a Web site that provides information on career planning assessment; licensed, regulated and certified occupations; and SOICC career products and services. The Maryland SOICC is planning a Web-based Intranet/Internet delivery format for career information, as it continues to revise software to meet the needs of users, especially the needs of persons with disabilities.

Massachusetts

The most important accomplishment of the Massachusetts SOICC during this period was the establishment of a statewide Career Information Delivery System (CIDS). Utilizing a competitive process, the SOICC selected the National Career Information System (CIS) and established the MASS CIS in July1996. Supported by a variety of funding sources, MASS CIS staff worked closely with national CIS in developing, implementing and providing training to MASS CIS sites, beginning in September of that year.

MASS CIS is a comprehensive information system about the world of work and allows a wide range of users to focus on career planning, exploring career and educational options, securing financial aid and reviewing job search strategies. The introduction of the Practical Learning Activities module in the fall of 1997 provided schools with a tool that allows the easy integration of MASS CIS into a classroom setting.

In its quest to continue enhancing MASS CIS, two new modules were added for release in the fall of 1998—How to Keep That Job and Non-Traditional Occupations. In addition, MASS CIS incorporated 80 occupational videos developed by the New Jersey SOICC into its occupational profiles and now connects job seekers directly to America's Job Bank (AJB). MASS CIS is currently in more than 100 sites, and serves both adult and youth populations. It can be found in high schools, community and four-year colleges, employment service offices and One-Stop Career Centers.

The Massachusetts SOICC also has been actively supporting career development through a variety of other mechanisms. Instruction on the National Career Development Guidelines has been provided to school administrators, counselors and teachers. And the SOICC has continued to distribute the Career Portfolios Student Workbook along with the Teacher's Lesson Plans. During this period, two new publications, *Career Families and Career Paths* and *Presentation and Performance Portfolios* were distributed to over 1,500 individuals in the Massachusetts public education system.

The Massachusetts SOICC continued to provide information on state and local labor market conditions. A special publication, *Higher Skills, Higher Wages,* was distributed to more than 1,200 individuals. The popular *Licensed Occupations* was updated and distributed during the first quarter of 1999. The Massachusetts SOICC also has used the MASS CIS Web page as a mechanism for directing more traditional labor market inquiries. The page links directly to sources of labor market information provided by the Massachusetts Economic Research and Analysis unit.

The past few years have represented a period of tremendous accomplishment for the Massachusetts SOICC. While a great deal of change looms on the horizon through implementation of the Workforce Investment Act (WIA) and Section 118 of the Perkins Act, the Massachusetts SOICC anticipates having an important role in meeting the occupational and career information needs of the people of Massachusetts.

Mississippi

The Mississippi SOICC conducted Career Development Facilitator and Improved Career Decision Making workshops to help school and agency counselors, staff, and administrators increase their knowledge and use of labor market information in the career counseling process. CDF training was provided to Tech Prep Career Center technicians, Community College Skill Tech Career Center staff, and counselors from other SOICC member agencies. *Life Work Portfolios* were provided as part of the training curriculum for those serving adult populations. The Improved Career Decision Making curriculum has been incorporated into a university counselor education program and seventh grade Career Discovery instructor training. All participants received training and national curriculum materials that explore labor market concepts and the use of labor market information in career counseling and decision making.

The updated Micro-OIS system was distributed to 350 sites for program planning. SOICC member agencies and high school and community college career centers also use the system to access current state labor market information. Training materials, labor market information, supplemental resources, career information and technical

assistance were provided during meetings and workshops sponsored by various groups throughout the year. Copies of SOICC career planning materials were distributed at Career Discovery workshops, school career and job fairs, Mississippi Counseling Conferences and other counselor meetings and workshops. The SOICC coordinates activities related to the statewide computerized career information system, which is used at over 750 sites in middle schools, junior high school, community colleges and SOICC member agency sites throughout the state. Over 60,000 students and adults are served annually.

The SOICC will coordinate activities related to the state career information system, which continues to be the state's primary source for up-to-date career development information. ICDM and Career Development Facilitator training and curriculum will continue to be provided to increase the knowledge and use of labor market information in the career counseling process. Demand for the MS SOICC career tabloid has been significant. Schools utilize this comprehensive resource in a variety of classroom activities. If additional funds are available, plans are to provide this resource once again in the traditional paper version and in an alternate version via a new SOICC Web site.

The Mississippi SOICC will continue to expand its Career Information Development Services for all member agencies, but will primarily address the needs of vocational education. The SOICC has been designated as the state's entity to fulfill the career development requirements in Section 118 of the Carl Perkins Act of 1998. Further, the SOICC has been included in the Vocational Education State Plan to continue to provide activities promoting awareness of occupational opportunities and expand access to occupational and career information.

MONTANA

The SOICC has been actively involved in School-to-Work activities in the state. *The Montana Career Guide—Making Tracks for Your Future*, published in 1998-99, and *Discover Your Future Frontier*, published in 1999-2000, were distributed to all high school sophomores in the state as well to all Workforce Centers and Public Assistance Offices. Students did the artwork and developed the themes as part of School-to-Work internships. Approximately 350 people attended the 1999 Reach for the Stars! Career Conference, which included three well-known keynote speakers, concurrent workshops and an award ceremony. This is the first conference done in conjunction with the state School-to-Work system.

The Montana SOICC added two new committee members in 1998 representing the Department of Corrections and the Office of Indian Affairs. This led to a new publication, *Inside Edition: Job Hunter's Guide*, developed especially for individuals who have been incarcerated. The SOICC received a three-year grant to conduct all Workforce Center System training in career and labor market information and electronic labor exchange tools. This team won both the Department of Labor's Incentive Award and the Governor's Appreciation Award for Excellence in Government for the creation of the mobile laptop-training lab in 1998. This lab has helped train over 2,000 individuals since its inception in 1997.

The SOICC is responsible for the Montana Career Information System, which is used at more than 300 sites throughout the state. The Montana CIS is an important component for schools involved with Tech Prep, School-to-Work and all One-Stop Career Centers. *Montana's Prospector's Portfolio* workbook serves as a training tool, and helps adults with the career development process while using CIS for Windows and Job Works software.

The SOICC produced a number of publications, including *Licensed Occupations in Montana* and *Apprenticeable Occupations in Montana*, which are available at no cost on the SOICC Web site as well as in print. In Montana, *The Real Game* is being used in 50 sites across the state and the adult version, *Real Times, Real Life*, is part of the curriculum for training Workforce Center System staff. The SOICC maintains a Web site, located at mcis.dli.state.mt.us, which contains SOICC publications that can be downloaded at no cost. It also serves as an information source on training, products, the SOICC newsletter, career conference and Montana CIS information.

The Montana SOICC has been named as the entity under Section 118 of the Carl Perkins legislation and will continue to deliver products and services and provide career information and career development training. As part of

the Workforce Investment Act, the SOICC also will have primary responsibility for the delivery of and training in the use of labor market information. The Montana SOICC will be involved in a range of School-to-Work, Tech Prep, Workforce Investment and Carl Perkins activities. The SOICC is collaborating with the Office of the Commissioner of Higher Education in the Gear Up program. It also will continue to promote the use of career and labor market information in correctional institutions and by welfare recipients and parents. A new publication is planned to provide job search help for people with disabilities.

Nebraska

The Nebraska SOICC continued to sponsor and staff a career and occupational information booth at the annual Nebraska State Fair. The booth is equipped with personal computers that provided career search opportunities through the Nebraska Job Service, as well as through the Nebraska Career Information System. Other organizations that provide information include the Nevada Division of Safety, Nebraska One-Stop Centers, JTPA and the Nebraska Unemployment Insurance Division. Since July 1996, over 25,000 individuals have visited the booth at the state fair.

The Nebraska SOICC staff has continued to participate in job and career fairs throughout the state and to make presentations to high schools, community colleges and universities. Since 1996, staff have participated in more than 15 job and career fairs and made presentations to more than 20,000 high school and university students in Nebraska. Through an ongoing cooperative effort with the Nebraska Career Information System, the SOICC continued to provide SKILLS training software and associated materials to government agencies to use to help people looking for up-to-date career information. SOICC staff also were involved in training Nebraska Job Service staff and other agency staff in establishing the Nebraska One-Stop Centers; training involved over 200 employees.

The Nebraska SOICC continued to provide publications and training materials to special targeted populations such as migrant and seasonal farm workers, specific institutions that specialize in training disabled individuals, agencies that provide services to older workers, and institutions for incarcerated individuals. *The Careers and Education in Nebraska* publication has been widely accepted, not only by the educational institutions in Nebraska, but by government agencies and the general public. Since 1996, over 325,000 copies have been distributed throughout the state and outside Nebraska.

The SOICC developed and published *Licensed and Certified Occupations and Resource Handbook*. The SOICC was developing industry and occupational projections and occupational wage information, even before required by the Occupational Employment Statistics program. The SOICC funded two *Real Game* pilot projects and the Nebraska Career Information System grade school and middle school career publication.

The SOICC will continue to sponsor a booth at the Nebraska State Fair, assist with One-Stop Career Center training, and disseminate *Careers & Education in Nebraska*. Nebraska SOICC staff will continue to participate in career and job fairs; make presentations to high schools, community colleges and universities; and continue to help the Nebraska Career Information System in providing career information.

Over the years, the SOICC has become known statewide as an organization that provides users, educators and the public with the most accurate and important career information available. The educators in the Careers and Educational Planning classes (a graduation requirement in Lincoln) rely upon the Nebraska SOICC and its staff to assist in planning the curriculum for the class. The Nebraska SOICC will continue its positive and viable role in Nebraska's education, career and workforce entities.

New Hampshire

The New Hampshire SOICC continued to provide a wide range of products and services. Since the beginning of PY 1996, it has published the High School Graduate vs. High School Dropout bookmark, which shows the financial and employment implications of obtaining a high school diploma versus dropping out of high school.

The New Hampshire SOICC published three issues of its career tabloid, *New Hampshire Job Notes*. Recent tabloid themes include *Using the Internet for School-to-Career Transition* (1996); *Who Do Employers Hire First* (1997); and *Are You Work Ready* (1998). The PY 1999 edition emphasizes *Looking into the Future: Emerging Occupations*. The handbook, *Licensed, Certified, and Registered Occupations in New Hampshire*, has been updated twice since PY 1996 and the information was made available via the Internet for the first time on the SOICC Web site. Another popular publication, *New Hampshire Community Profiles*, has been updated annually and the information also made available via the Internet.

In 1998, the SOICC presented a new workshop for member agencies, The Web, Jobs, and You. The workshop is designed to help employment intermediaries show clients how to use the Internet to find jobs, post resumes and apply for jobs on-line. The SOICC also held its thirteenth Annual Conference in 1998, focusing on the theme, Jobs No Longer Exist! The Changing Employer/Employee Relationship. During PY 1999, the SOICC presented seminars and workshops on using labor market and career information for high school students, employment counselors and vocational rehabilitation counselors.

PY 1999 brought new activities for the New Hampshire SOICC. Response to a pre-publication offer for the 2000/2001 *Occupational Outlook Handbook* was enthusiastic — with more than 150 copies distributed. The SOICC also has become more involved in *Real Game* training sessions, sponsoring a trainer and participating in a regional train-the-trainer workshop. During PY 1999 the occupational information responsibilities under Section 118 of Perkins III were formally transferred to the Economic and Labor Market Information Bureau of New Hampshire Employment Security.

New Jersey

During this period, the New Jersey SOICC was recognized as a major component of the New Jersey Workforce Investment System. By working closely with its member agencies and other partners, it was able to provide agencies and individuals with much of the information they needed to make the system an effective tool for individual career decision-making and a valuable resource.

A major goal of the N.J. SOICC is to provide comprehensive and current information in support of state initiatives, such as One-Stop Career Centers Network, School-to-Career and College initiative, and Work First, the state's welfare-to-work initiative. Much of that support will be provided through an Internet-based delivery system. Two major components of that will be the Jersey Economic Fact Finder, now under development, and the Workforce New Jersey Public Information Network, the Internet portal for workforce information in the state.

The SOICC maintains a Web site to provide occupational, labor market and career decision-making information. Available though the site are *A Guide to Labor Demand Occupations*, which is used in awarding individual training grants under the state's workforce development program, and *Licensed Occupations in New Jersey*, a comprehensive resource with information on licensed occupations and occupational supply and demand. Another SOICC initiative involved the integration of the New Jersey Career Information Delivery System (CIDS) into the Workforce New Jersey Public Information Network, linking CIDS and America's Career Kit. This allows individuals to access both comprehensive career information and available jobs with the click of a mouse. It also incorporates the career videos developed under New Jersey's leadership.

The SOICC was asked to develop a state-of-the-art, Internet-based labor market information delivery system to support the One-Stop Career Centers program. It selected the Oregon Labor Market Information System (OLMIS), a product nationally recognized in high-technology delivery of labor market information. Working with the Oregon Employment Department, the SOICC adapted OLMIS for use in the Jersey Economic Fact Finder (JEFF). The system utilizes the America's Labor Market Information System (ALMIS) taxonomy; the N.J. SOICC is the agency responsible for ALMIS development in the state.

In 1998, the SOICC led a consortium of states that developed career video clips for 96 occupations in support of the One-Stop Career Center program. This effort, funded by the Employment and Training Administration, created what user groups throughout the nation have called "the best career videos available." The videos have been incorporated into Career Information Delivery Systems in both the public and private sector and are being used as the basis for the development of additional multi-media products to serve a wide range of users. In January 2000, the SOICC distributed video clips for an additional 100 occupations under the second phase of the grant. These and the original 96 video clips were open-captioned and compressed for streaming on the Internet. The SOICC continues to publish a series of reference publications to assist in individual career decision making. These include the *New Jersey Occupational Outlook Handbook*, *Licensed Occupations in New Jersey* and *A Guide to Labor Demand Occupations*. The Guide was restructured so that occupations were grouped according to New Jersey's established 'career major' taxonomy.

Through a joint effort of the N.J. SOICC and the Department of Education, *The Real Game* training program was pilot tested at three regional workshops. Teams from 45 middle school districts attended the 1998 sessions and many delivered *The Real Game* during the closing months of the school year. Following a 1998 evaluation, the program was expanded to include additional 331 middle schools in the state.

New Mexico

Many of the New Mexico SOICC programs that would continue through the late 1990's were in place by 1996. By then, the SOICC was producing and distributing thousands of publications and had established several programs to reach out to customers. The SOICC was an active participant in the establishment of the New Mexico One-Stop Career Centers system.

Major SOICC publications for 1996 included material created by the New Mexico SOICC as well as several commercially prepared publications. The SOICC revised *Prospects*, a 28-page career tabloid for high school juniors and seniors. *Prospects* is redesigned and updated every two years and distributed to about 20,000 students annually. The SOICC also revised the *New Mexico Jobs for Graduates* in 1996. The *Jobs for Graduates* lists expected job openings and summarizes applicable labor market information for graduates of two- and four-year colleges.

The SOICC traditionally has attempted to find and serve the needs of specialized clients. To reach ex-offenders, the SOICC created the *Job Hunter's Guide, Inside Edition*, featuring a sixth-grade reading level and tips on how to discuss a criminal record or a poor work history. The SOICC video library also serves ex-offenders. In 1997, the SOICC continued to produce and distribute a number of publications, including *American Careers* and the special student editions of *USA Today*. Projects included moving the video library from Northern New Mexico Community College to the SOICC office in Albuquerque. The SOICC continued to support the career guidance program, CHOICES, and offered training in the use of the system at counselor workshops. The SOICC also continued its long-standing policy of presenting career information to the public at the New Mexico State Fair.

One of the major projects for 1998 was to upgrade the material available on the Internet. The SOICC/New Mexico Department of Labor Web site expanded from about eight pages of material in 1996 to about 150 pages during 1998-99. New Mexico State University at Alamogordo, working with a grant from the SOICC, updated a handbook entitled *Developing a Career Center*. This handbook supports NOICC's National Career Development Guidelines. One of the most popular new publications the SOICC produced is a labor market information brochure for potential secondary school dropouts. One of the major initiatives for the SOICC is to continue to work with the New Mexico Department of Education's Department of Vocational Education to involve students and parents in career exploration and planning. The Department of Education is promoting a computerized system to assist students with long-range career planning.

Nevada

The Nevada SOICC worked with national and state research staff on a wide range of projects, including developing industry and occupation projections, disseminating electronic data and marketing labor market information. The electronic delivery of Nevada occupational wages and employer and economic information was shifted from menu-based bulletin board programs to Internet point-and-click delivery. SOICC products developed and promoted during this period included the Nevada CIS, labor market information, economic publications, and the Nevada Occupational and Economic Navigator.

The Nevada SOICC and staff from the Research and Analysis Bureau organized and participated in the U.S. Labor Market Forum, an all-day session presented at the International Career Development Conference held in Reno. Speakers from the Bureau of Labor Statistics, the Research and Analysis Bureau, the University of Nevada, and private industry presented information on issues important to labor market information developers and providers.

Through the Nevada CIS, the Nevada SOICC delivered career information to thousands of people throughout the state and modified CIS software allowing linkage, via the Internet, to school Web sites and America's Job Bank. The SOICC enhanced its ability to provide career information by adding the occupational videos developed by the New Jersey SOICC. The SOICC expanded CIS information modules and introduced a companion product, Job Works. The SOICC also expanded the number of CIS sites across the state to 265 locations.

The SOICC made presentations and set up CIS exhibits at a number of career fairs and conferences and provided numerous workshops, training sessions and presentations at schools, employment service offices, libraries, vocational rehabilitation offices, and club and organization meetings. In an effort to provide quality career development training, Nevada SOICC staff successfully completed the NCDA/NOICC-sponsored Career Development Facilitator Instructor training. The Nevada SOICC also supported the use of *Real Game* products. Nevada teachers participated in national train-the-trainer sessions and piloted *The Make It Real Game* in elementary classrooms. The middle school version of *The Real Game* is widely used and a highly successful NOICC/SOICC product throughout the state.

Nevada SOICC staff helped develop the state Department of Education's *Career Connections* model, which shows the variety of relationships between education, training and work. The SOICC added *Career Connections* to the Nevada Career Information System's Educational Planning module along with similar information already developed within many of the state's school districts. During this period, the Nevada SOICC moved to the Department of Employment, Training and Rehabilitation's Research and Analysis Bureau, giving it a greater degree of integration and coordination with national and state efforts to produce and deliver labor market and career information products and training.

North Dakota

Providing career planning resources across North Dakota in an integrated, holistic manner continued to be the overriding mission of the North Dakota SOICC during this period. In addition, providing training continues to be a major goal, as resources will be underutilized unless youth, adults and professionals know how to use them effectively.

The SOICC emphasizes occupational information as a career planning resource. CHOICES, the SOICC's computerized career guidance program, is used in high schools across the state, as well as in several postsecondary institutions. The Occupational Information System is being used in over 100 sites, helping education and training program planners and career counselors in their work by interfacing occupational/industry projections with data describing completers of education and training programs.

Career Outlook, North Dakota's career tabloid, is distributed to over 70,000 youth and adults annually. Its companion document, *The Career Outlook User's Guide*, which contains activities and lessons, helps teachers and counselors make more effective use of the tabloid. *The Real Game* series has been welcomed into classrooms, since teachers find it easy to integrate this role-playing activity into their existing curriculum. *The Occupational Digest*, a

joint publication of Tech Prep and SOICC, provides users with a two-page synopsis of each occupation included, along with related information. *Career Explorer* (CX), a daily career information magazine on the Internet, is used by most high schools, colleges, One-Stop Career Centers and vocational rehabilitation offices across the state. CX helps integrate career development competencies into the daily classroom instructional program through lesson plans and activities.

The SOICC also emphasizes inservice training of professionals on the availability and use of occupational information. Formal and informal sessions are held almost year-round. Improved Career Decision Making has been a mainstay, continuing its popularity for nearly 15 years. More and more people have been attending the SOICC's training workshops on other products and sessions addressing implementation of career development programs, with total numbers of participants in the thousands annually. Although Job Service counselors have always participated in various workshops, the SOICC is seeing an increase in the number of other Job Service personnel, as they prepare to serve clients in One-Stop Career Centers. To enhance the delivery of career planning assistance, a Career Development Facilitator (CDF) train-the-trainers workshop was held, and 18 North Dakota professionals were certified to assist in the delivery of the CDF curriculum across the state. CDF classes are being offered via the University System's Inter-Active Video Network.

The North Dakota SOICC has been designated the entity for Section 118 of the Perkins Act. Plans include the continuation of the occupational information products and services that have proven so successful in the past. The SOICC plans to continue to look towards the latest in technology to deliver its products and services effectively. The Internet is key to that delivery. The SOICC also will strive to continue integrating its activities with other statewide initiatives in both workforce training and educational arenas. A major effort will be to ensure that the curriculum and instructional delivery methods initiated through School-to-Work will be sustained after the STW funding has ended.

Ohio

The Ohio SOICC developed new management techniques for interagency efforts, including the use of lead agencies for projects that cross traditional agency lines and the intrastate transfer of funds for staff. This enabled the SOICC to serve as a successful change agent, introducing innovations into the areas of career education and labor market information.

Before transferring the Occupational Employment Statistics (OES) program to another section of the LMI Division, the SOICC published the first set of state and substate industry and occupational employment projections based on OES surveys. It also produced the first statistically rigorous industry staffing patterns and occupational/industry profiles. The SOICC also developed and has continued to maintain the first human resource accounting system for training data. This was accomplished by integrating the Vocational Education Data System (VEDS), the Higher Education General Information System (HEGIS) and its successor, the Integrated Postsecondary Education Data System (IPEDS). Additionally, the Ohio SOICC developed and maintains the first training institute to support users of electronic information systems and Internet job banks.

Under the leadership of the LMI Division, the SOICC developed and continues to maintain and expand the Labor Market Information System, the Ohio OIS. The LMI System consists of statistically rigorous files for users who wish to make their own interpretations of the labor market numbers and narrative files for consumers who want to rely upon the summary analyses of professional labor market analysts and career educators. The LMI System also includes supplements such as the Economic Development and Employer Planning System with location quotients, the LMI Job Bank Web page which organizes links to more than 1,000 Internet job banks and Wage Record follow-up studies concerning the employment status and wages of training program graduates.

As the coordinator of the IPEDS surveys, the Ohio SOICC maintains the training data/human resource accounting system in the state. Through the IPEDS coordination, the SOICC provides completion data and graduation rate information, which specifies both the magnitude of postsecondary training output of graduates by program and school and the rate of output by school and degree level.

Under the leadership of the Ohio Department of Education, the SOICC continues to develop and support the expanding use of the Ohio Career Information System, the Ohio CIDS. For the CIDS, the Ohio SOICC established links between occupational profiles, career videos, the Ohio Job Net Online and America's Job Bank. These embedded job bank links and related career videos have been helpful to career information seekers who are poor readers. Recent innovations, lead by the LMI Division of OBES and supported by the Ohio SOICC, established a new world of labor market information with the Internet dissemination of standardized occupational wage data for the state and metropolitan areas through the LMI-Ohio Web site and the Ohio Job Net Online job bank.

The SOICC distributed the *Ohio Career Tabloid* and the *Ohio Earned Degree Report* and Workforce Investment Act (WIA) training account investment information, which links occupations, programs and postsecondary training institutions. Members and staff will continue to support the development of the new LMI Division's INFORM graphics system of labor market information for eventual distribution on CD-ROM disks and the Internet. Support of the system will consist primarily of developing licensing data via the Licensing Occupational Information System, the provision of training data from secondary vocational programs through first professional degrees and the supply of edited ES-202 data down to the 4-digit Standard Industrial Classification level of detail.

The Ohio SOICC will transition into the Employment Statistics Coordinating Committee in accordance with the WIA and Perkins III vocational legislation. SOICC members and staff expect to play a support role to state and local workforce development boards established under WIA and supply these new entities with career and labor market information and training support.

Oklahoma

One of the most significant contributions of the Oklahoma SOICC to the field of career development is the production and distribution of three award-winning career information magazines. The 24-page, four-color magazines, called *Career Connections*, target elementary students, middle and junior high school students, high school students and adults. The magazines are widely used among all age groups. The SOICC also developed, printed and distributed the *Licensed and Certified Occupations of Oklahoma*, the *Dimensions* newsletter and State Training Inventory (STI). In cooperation with the Employment Security Commission, the Oklahoma SOICC produced an award-winning publication entitled, *Workforce Oklahoma: Occupational Outlook 2005*. Approximately 4,000 copies were distributed throughout the state.

The SOICC plans and delivers the Workforce Oklahoma Partners conference each year in April. In 1999, the conference was attended by more than 750 participants from numerous employment and training organizations and agencies. The conference, which emphasized workforce development and helping people succeed in the workplace, featured 56 concurrent sessions. These sessions covered all major workforce initiatives in Oklahoma, including One-Stop Career Centers, Welfare-to-Work, School-to-Work, Workforce Development and the effective use of technology in delivering services and information.

The Oklahoma SOICC, in cooperation with the Oklahoma Association of Job Search Trainers, offered six Real Game training sessions throughout the state in 1999. Over 180 people were trained in how to use the career exploration game in a classroom setting. *The Be Real Game* was pilot tested in seven school districts across the state. In cooperation with the Oklahoma Vocational-Technical Guidance Division, the SOICC helped develop curriculum and offered a series of five workshops to vocational counselors across the state. The training, entitled A Student Services Endorsement, is a credentialing program for student service personnel working in Oklahoma area vocational schools. The core program centers on orientation, ethical and legal issues, student services, special populations and workforce development.

Over the past three years, in cooperation with the Oklahoma Department of Vocational-Technical Education, the SOICC organized and conducted the statewide School-to-Work conference with an average of 1,200 people in attendance each year. The purpose of this conference is to strengthen partnerships between training institutions and business and industry in Oklahoma.

Oregon

The Oregon SOICC made significant progress in the electronic distribution of information through the implementation and continual updating of the Oregon Labor Market Information System located at olmis.emp.state.or.us. The Web site includes an Occupational Information Center, Occupational Explorer, and a Skills Explorer system. The ALMIS Northwest Employer Database is available from the site, as well as a crosswalk for civilian occupations for veterans, an Education Information Center, wage data and occupational projections.

Publications currently available on this site include *Oregon Licensed Occupations, Oregon Wage Information* and *Oregon Careers*. Links are available to Oregon schools and other job and career information sites such as America's Job Bank. The Oregon SOICC published its career information tabloid newspaper, *Oregon Careers 1997-1998, Oregon Careers 1998-1999* and *Careers 1999-2000*. The SOICC updated its *1996-1997 Oregon Licensed Occupations* and the occupational information in the Oregon Occupational Program Planning System's *Oregon Occupational Projections Handbook*.

Over the past few years, the SOICC assisted in the development of Oregon's Shared Information System, a cooperative effort among 12 state agencies to provide aggregate information so agencies can develop and evaluate policies and plan and measure performance. The system will improve the education, training and quality of Oregon's workforce. Oregon has developed an extensive skills database and tools to utilize the data. The Oregon SOICC, in cooperation with the Oregon Department of Economic Development, was instrumental in providing the basic skills information necessary for the state's food processing industry to develop skill standards for the entire industry. The Oregon skills set will be included in O*Net as well.

In Oregon, efforts will continue to regularly update the occupational skills set and to provide the best collection of occupational skills information possible. The Skills Explorer, Occupational Explorer and other tools currently available through the Oregon Labor Market Information System have been revised. The information currently on the Web site has been enhanced and new career and job information has been added.

Pennsylvania

The Pennsylvania SOICC, which is housed in the Bureau of Research and Statistics, has made significant contributions in the area of career development during the past several years. The SOICC developed and presented several back-to-back professional instructional workshops, including Improved Career Decision Making and Workforce In Transition. The SOICC piloted *The Real Game* throughout Pennsylvania through a training partnership with the Penn College of Technology in Williamsport.

The SOICC continues to cosponsor and assist in coordinating the Annual Mid-Atlantic Conference on Networking for Career Development. This conference includes many workshops and provides networking opportunities for school counselors, administrators and other workforce specialists from six states and Washington, D.C. In 1996-97, the Pennsylvania SOICC distributed a DOS-based version of the OIS that was developed in Pennsylvania. During 1998, the SOICC used the Windows-based version of the software developed in Utah. There were 32 user sites and $6,400 in user fees collected. In addition, the SOICC distributed State Training Inventory to 24 user sites; OIS training was provided.

The SOICC participated on a statewide task force responsible for developing academic standards for Pennsylvania students. The PA Standards Development Work Session was coordinated through the Bureau of Curriculum and Academic Standards. The SOICC updated and coordinated distribution of PC-based career guidance and occupational labor market information systems for use by a wide range of customers. The user network for these systems is approximately 500. Each year, the SOICC publishes and distributes the *Pennsylvania Career Guide* newspaper to approximately 550,000 individuals statewide. The SOICC also has presented numerous professional development training sessions for thousands of participants, including:

- Delaware County School-To-Career Partnership
- Lycoming County School-To-Work Inservice Seminar on Strategic Planning
- Northern Tier Industry/Education Consortium
- Pennsylvania Department of Education LMI for Strategic Curriculum Planning
- Pennsylvania Department of Education Vocational/Technical Education Conference
- Annual JTPA Service Delivery Area Conference
- Employment-Training-Education Conference

The SOICC responded to thousands of requests for career information by providing a range of resources including *Career Guides, Pennsylvania Occupational Outlook Handbooks, Pennsylvania Labor Force Booklets* as well as copies of the National Career Development Guidelines and *Developmental Guidance Classroom Activities*. The Pennsylvania SOICC is looking forward to continuing to provide the customers of Pennsylvania's workforce development system with timely, accurate and relevant information to support business and job growth. The Workforce Investment Act of 1998 provides an opportunity to build a collaborative employment statistics system to support the economic and workforce goals of the commonwealth. The SOICC expects to play an important role in its development.

Rhode Island

Greater name recognition, working with new groups, being recognized as a leader in career development, and being included in the planning and implementation of major new initiatives at the state level are some of the accomplishments of the Rhode Island SOICC during the 1996-2000 period.

At the national level, the SOICC served on the National Postsecondary Education Cooperative, which studied data needs of postsecondary education for policy-making and student workforce preparation. The SOICC has worked with new groups of teachers—the Rhode Island Association of Teachers of Family and Consumer Sciences, the R.I. Department of Education and the School-to-Career Office. The SOICC cosponsored the training of middle and junior high school family and consumer science teachers in *The Real Game*. The SOICC is working with Projects With Industry and a group of high school special education teachers that has agreed to pilot *The Get Real Game*.

The Rhode Island SOICC has focused on working with others to improve career guidance and counseling for students and adults. Its work during this period has been built on the foundation established when the SOICC initiated a statewide survey on the status of developmental career guidance. This was followed by a Rhode Island SOICC/Tech Prep cosponsored workshop on the development of a comprehensive career development program that infuses career development topics and activities into classroom subjects.

The SOICC then sponsored the attendance of five teams of counselors at a national conference on developing, managing and evaluating school guidance programs. A real breakthrough occurred when the SOICC and Tech Prep cosponsored a similar Rhode Island workshop. The Rhode Island Education Department then spearheaded an effort by an ad hoc group of counselors, the SOICC, Rhode Island College and the School-to-Career Office to work on building up comprehensive developmental guidance in Rhode Island.

The SOICC's career information tabloid, *The Anchor*, continues to be its most popular product. Rhode Island's major newspaper, *The Providence Journal*, publishes sections of the *Anchor* and also posts sections of it on its Web site. A significant SOICC accomplishment has been to win acceptance of the importance of using labor market and occupational information in career decision-making.

South Carolina

During this period, the South Carolina SOICC focused on disseminating new career development resources and training. Major goals of training efforts were to provide on-site training and resources to South Carolina Occupational Information System (*SCOIS*) users. This was accomplished by using three *SCOIS* Career Development Specialists.

Providing professional development to counselors, media specialists and teachers on the use of *SCOIS* and other career development resources has been a priority.

Promoting the use of the National Career Development Guidelines also has been an important objective for the SOICC. Seven training sessions were held during this period for more than 350 participants. A video of one of the sessions was produced and distributed throughout the state. The SOICC also offered an ICDM training session. Copies of the ICDM Participants Book are provided each semester to counselor education students at Clemson University. The SOICC made a major commitment to disseminate and provide training on *The Real Game* and, during this period, 490 counselors and teachers were trained and provided with *Real Game* kits. The South Carolina SOICC participated in the pilot testing of *Real Times, Real Life* and *The Be Real Game* and arranged for Dr. Judith Hoppin to present Career Development Facilitator's Curriculum training in Columbia, where 28 participants were trained.

There has been significant movement towards serving new target groups. The Department of Social Services (DSS) and elementary schools, are examples. *SCOIS* was placed in 55 DSS sites and staff trained in five half-day sessions. Elementary schools were provided with training, print materials, career videos and offered Career-O-ROM-A, a CD-ROM career exploration program. *SCOIS* information files and the *SCOIS* Products Catalog were updated annually during this period and a *SCOIS* Annual Report produced for 1996-1997 and 1998-1999. The NETWORK newsletter was printed and distributed to over 800 individuals three times each year.

The SOICC distributed a number of new career development videos, including Schutt National Career Development Guidelines Video, Daggett 1996 School-to-Work, Explore and 27 Flags Over South Carolina. The SOICC was heavily involved in federal and state School-to-Work activities and played a major role in administering federal School-to-Work Planning Grant funds, providing training and career development materials. At the state level, the SOICC director chaired the S.C. School-to-Work Advisory Council's Career Development Committee and directed the expenditure of federal School-to-Work planning funds.

The SOICC developed a Web site on the Internet and new computers were purchased for *SCOIS* sites that lease *SCOIS* computers. The development of a Windows 95 version and the addition of occupational videos enhanced *SCOIS* software; other enhancements include the addition of Resume Writer and direct access to the Internet. The South Carolina SOICC played an active role in securing funding for the NOICC/SOICC Network and in the development of legislation favorable towards NOICC/SOICC and the field of career development.

Plans call for the continuation of professional development of educators and assistance in implementing comprehensive career development programs throughout the state. The SOICC expects to continue promoting and training in the use of the National Career Development Guidelines in career development programs. It plans to provide resources and offer training on *The Real Game* Series, in particular, *The Real Game*, and *Real Times, Real Life*. Additionally, the SOICC will be evaluating Internet software with the goal of providing career development resources via the Internet.

South Dakota

The South Dakota SOICC participated in the national pilot testing of *The Real Game, The Be Real Game, Real Times, Real Life, The Get Real Game* and *The Make It Real Game*. In addition to national pilots, the S.D. SOICC sponsored 20 more pilot sites of *The Real Game* and helped sponsor-training opportunities for additional sites interested in implementing *The Real Game*. As a result, *The Real Game* is used widely throughout the state.

The SOICC published the *South Dakota Careerways* each year, providing high school students in the state with current occupational outlook and related career planning information. The SOICC developed a Web site to increase awareness of the committee and its programs and activities. The SOICC published the seventh and eighth editions of the *South Dakota Occupational Outlook Handbook;* both editions also were made available on the Internet. The SOICC also designed and disseminated a career magazine for adults called *South Dakota Careerwise* and a career magazine/activity booklet for elementary students called *South Dakota Career Wonders*.

The SOICC developed a quarterly newsletter, *Career Planning FOCUS*, to provide users of career information with the latest information about SOICC projects and activities, career outlook information and other planning data. The SOICC joined other agencies in publishing articles and notices of activities related to career decision-making. The SOICC maintains and updates, on a biennial basis, the ENDEAVOR computerized career exploration program, a low-cost alternative to private vendor programs.

In cooperation with the School-to-Work initiative in South Dakota, the SOICC designed and disseminated a Career Routes poster for use in high schools. The poster maps out the major routes to a career available to high school graduates—direct to employment, technical institute, college, military service or apprenticeship—emphasizing that each student must find his or her own "best route." Also in cooperation with the School-to-Work initiative in South Dakota, the SOICC designed and published career cluster posters to enhance awareness of the six career clusters adopted by the initiative and to provide career planners with information about occupations within each cluster. The SOICC published a popular brochure called Reading the Career Signs in South Dakota, which shows high demand occupations requiring different levels of education, training and work experience, as well as the fastest growing and declining occupations in the state. It also designed and disseminated a series of career posters for elementary students to encourage awareness of various career options, including opportunities in non-traditional occupations.

The SOICC provided hands-on computer training on America's Job Bank, America's Talent Bank, Career InfoNet, America's Learning Exchange, ENDEAVOR and the Labor Market Information Center's Internet site in several Getting Your Hands on the Career Information Needed seminars throughout the state. Approximately 125 people representing schools, Career Learning Centers, Job Service, One-Stop Career Centers and Vocational Rehabilitation were trained. SOICC staff also presented similar training at a statewide One-Stop Career Center conference.

The South Dakota Department of Labor has been designated by the Governor as the entity to carry out Perkins Section 118 activities. The Labor Market Information Center of the South Dakota Department of Labor was designated as the entity to implement an employment statistics program under the Workforce Investment Act. The SOICC hopes to continue to coordinate the delivery of career information under the new Perkins and WIA legislation.

Tennessee

The Tennessee SOICC's most significant accomplishments during this period were in connection with customized training. The SOICC has successfully provided training and technical assistance to local, state and national audiences. The SOICC trains trainers through such vehicles as the Improved Career Decision Making 2001: A Counseling Odyssey, *The Real Game* series, OIS Bytes & PCs workshops, Informed Choices (Workforce In Transition/Life Work Portfolio) and National Career Development Guidelines.

Its training programs include the use of Licensed Occupations in Tennessee, Careers Going Global, Get-A-Life Portfolios, Employee Career Development, Virtual Schools Internet Training, Tennessee's Career Information Delivery System, segments from the Tennessee Career Guide: The Sky's the Limit, and Survival Tips for Future Educators. The Tennessee SOICC also implemented and continues to update the first computerized clearinghouse in state government.

In an average year, the SOICC trains elementary, middle and high school, JTPA, Vocational Education, Rehabilitation and Employment Security counselors. The SOICC's audiences also include college placement personnel, counselor educators and other human resource personnel, private industry and Bureau of Apprenticeship and Training staff, congressional staff members, librarians and Tennessee Career Center staff.

The Tennessee SOICC coordinates its efforts with Workforce Development, Tennessee's School-to-Work initiative, Tech Prep, higher education, Economic and Community Development, Bureau of Apprenticeship and Training, Tennessee Valley Authority and private industry entities and provides assistance through its networking ventures.

In a broader milieu, the SOICC has taken advantage of serving on the Tennessee World Trade Center Board, National Center for Life-Long Learning, Wisconsin Career Information System Planning Task Force, and the Southeastern Regional Bureau of Apprenticeship and Training Planning Committee. The SOICC works with Technology 20-20 Education and Training Task Force, Collaborative Institute for School Counseling Opportunities, Veterans Upward Bound, the Urban League, the Tennessee Counseling Association and other state counseling entities. This extended community involvement provides an opportunity to identify the specific needs of the SOICC's constituency.

The Tennessee SOICC expects to continue and expand its goals and play an even more active role in state workforce development initiatives than in previous years, including enhanced contributions to Tennessee Career Centers, involvement with Workforce Development Youth Councils, and providing career and occupational curricula, training and technical assistance. The SOICC has the resources, experience and expertise to successfully carry out the mandates of the Carl Perkins III, Section 118 amendment when funding occurs. In this endeavor, the SOICC has the endorsement of Tennessee's major professional counselor entities.

Texas

This was an extremely productive period for the Texas SOICC, with funding for its products and services from member agencies, the U.S. Department of Labor and local customers averaging over $2.5 million per year. During this period SOICC staff conducted over 600 training workshops and presentations; created a series of tabloids for all education levels; and published books and reports to assist job seekers, people exploring emerging occupations and people new to the world of labor market and career information. The SOICC has become an integral partner in providing education and workforce development services in Texas, including the One-Stop Career Center and School-To-Careers initiatives.

With initial funding from the Texas Education Agency and Higher Education Coordinating Board, the SOICC created and disseminated a Career Information Delivery System called Texas CARES. Within three years, Texas CARES was installed at over 2,700 sites statewide, including all Texas Workforce Centers. Revenue generated from the sale of Texas CARES has made it a viable, self-supporting program. Updated versions were provided in 1998 and another was rolled out for 1999. The Texas CARES program has become institutionalized and the SOICC's goal is for it to be in over half of Texas high schools by 2001, roughly a 30 percent growth rate.

The SOICC expects to update all its current publications, expand its Beyond the Numbers research series and maintain an even stronger presence on the Internet. Other new publications like the *Parent's Guide to Student Career Development*, which includes an abridged version of Texas CARES, and *Connecting the Dots: A Labor Market Information View of Workforce Development* will extend its repertoire of labor market information and career information products.

The SOICC was one of five national contractors to pilot the use of the new O*NET database. In creating OSCAR, SOICC staff proved the value of O*NET for skill transferability. A School-to-Work version completed in the spring of 1999 includes the new DOL assessment instruments, Internet links and a host of new features including career pathways and non-traditional occupations.

Perhaps the most important achievement of the Texas SOICC is its work in the area of collecting and reporting program follow-up information. At one time, program outcomes data were barely acknowledged as part of the labor market information family. Today, the Texas SOICC is collecting labor market and continuing education outcomes data on eighteen statewide programs covering over two million education and workforce development customers.

The automated record linkage techniques used and documented by the Texas SOICC to integrate the UI wage record database, higher education, criminal justice and other sources have revolutionized the way service deliverers think about conducting program follow-up. Such progress has been recognized at the federal level and has made its way into both the new Workforce Investment Act and Carl Perkins legislation.

The Texas SOICC, with funding from the U.S. Department of Labor, delivered the first consumer reports information system which allows potential customers of the education and training system to find out about the labor market and continued education outcomes of cohorts who have completed the programs. The system, called DECIDE, is designed to help students to make informed choices and establish reasonable expectations before making education or career choices.

The SOICC's OSCAR School To Careers product will enter the national marketplace and provide useful, applied access to O*NET data and assessment tools. New longitudinal research on student exit results, such as *Where Are They Now: A Second Look at the Senior Exit Cohort of 1994-1995*, should help local school personnel gain a better understanding of their curricula relative to student outcomes. The SOICC expects its new SOCRATES project to provide regional Workforce Board staff with information to build a regional labor market plan and serve as the guiding light for program operations.

VERMONT

Since 1996, the Vermont SOICC has been focusing on providing career guidance information that is easily accessible for a variety of users, including Internet delivery through the Department of Employment and Training's (DET) Web site (www.det.state.vt.us). Also on the Web site are occupational data, comprised of licensure and educational information, as well as projections, industry data, educational programs, the Northeastern U.S. School Training Inventory, fastest growing and declining industries and occupations, non-traditional occupations and links to other related sites.

The SOICC has continued to provide *The Real Game* kits and training to schools at no cost. Over 100 schools are currently using the game and in the past year more than 60 teachers were trained in four training sessions. Vermont has been a pilot site for *The Real Game, The Be Real Game, Real Life, Real Times* and most recently, *The Make It Real Game*. Each year, the SOICC produces *Directions*, an occupational and career exploration tabloid for high school students. Fifty thousand copies are printed and distributed annually through Department of Employment and Training district offices. The SOICC also produces brochures that highlight particular occupations, chosen on the basis of growth and openings.

The SOICC produced a series of occupational posters and provided sets of ten to each middle and high school in the state. In the future, the SOICC will update them with projection and wage data and produce posters for additional occupational clusters. In partnership with the School-to-Work initiative, the SOICC produced a video for high school students, *Get Informed*, which highlights the importance of labor market information in career planning.

In 1998, the SOICC and the Department of Employment and Training published *Licensed and Certified Occupations in Vermont* as a reference book about occupations that require licensing, certification or registration in Vermont for use with students, teachers, clients, counselors and others. Information was forwarded for inclusion on the LOIS Web site.

Vermont has continued to expand its CIDS. Over 110 sites now are using CHOICES/CHOICES CT and CHOICES Jr. Training has been provided for field staff and other professionals in the use of labor market information, CHOICES and other career development resources. The SOICC serves as state coordinator for the Integrated Postsecondary Education Data System (IPEDS), collecting data and using it to update its educational databases. It continues to maintain the Vermont OIS, which is available on disk for those without Internet access. The SOICC also supported the development of the Vermont Economic Research Information System (VERIS), an LMI Access database.

The SOICC expects to expand its training activities. As new games from *The Real Game Series* are released, it will continue to train educators and provide resources to schools. Once VERIS is released, the SOICC expects to offer regional training sessions, initially to DET staff. The SOICC will continue to update and enhance its career guidance materials, adding new products and delivery systems and as the School-to-Work grant comes to an end it will

be instrumental in keeping communications lines with schools operational. The SOICC hopes to become a comprehensive clearinghouse for educational and career information. Many of the labor market and occupational and training activities required by WIA will be a part of the Vermont SOICC's future responsibilities.

Virgin Islands

The Virgin Islands SOICC played a key role in School-to-Work and One-Stop Career Center initiatives. Youth who are disabled, institutionalized or incarcerated are the focus of training initiatives that will emphasize marketable skills and information seeking skills. The following outlines some of the accomplishments of the V.I. SOICC:

- Installation and training in the use of *Career Visions* and *Career Way*. Training for counselors, teachers and special interest groups is ongoing.
- *The Real Game* training for middle school teachers.
- Parent training on the needs and expectations of the workplace. The SOICC used a Parent Planner to provide parents with strategies to guide their involvement in their children's career development.
- Comprehensive Student Career Development System workshops for school enrichment teams, involving the whole school. NOICC's National Career Development Guidelines are used as a basis for school teams to select student competencies and enabling objectives at each grade level for all students. Training covers job and career development activities, local labor market information and assessing and using resource materials for career awareness.

The SOICC is a part of the territory's team for education reform and workforce and economic development. The team includes employers, a member of the governor's staff and representatives from the Departments of Labor and Education. The SOICC participated in the institute that is planned a Career Majors initiative for the Virgin Islands. The final plan will be taken to DOE and DOL leadership for review and presented to the Commissioners of Labor and Education and the Human Resource Investment Council.

The SOICC developed and designed the framework for middle school and high school staff development for pilot schools, which included workplace visits by teachers, counselors and administrators and a review of labor market issues. By 2005, the Virgin Islands expects to have in place a systematic and sustainable plan for workforce and economic development based on customer needs and a market-based allocation of resources to meet national and local requirements. All customers, both job seekers and employers, will be served with the latest technology and informational services.

Virginia

The Virginia SOICC distributed a wide range of products and publications during 1998. The SOICC's quarterly *FORUM NEWSLETTER* marked a 285 percent increase in distribution over the previous year. The SOICC updated and published 400,000 copies of the *Mid-Atlantic Guide to Information on Careers (MAGIC)* tabloid newspaper; updated the High School Dropout vs. the High School Graduate bookmark; and updated, reprinted and distributed the *Virginia Job Outlook 1994-2005* brochure. The Virginia VIEW *Career Hunt, Crossroads* and *VIEW Starts* tabloids were revised and many improvements made. Study guides also were developed and produced. The SOICC produced and distributed a new *Virginia Occupational Employment and Wage* publication and helped develop and participated in Tech Prep, Transition Forum and Mid-Atlantic Networking for Career Development conferences.

The SOICC helped develop and hosted six Improved Career Decision Making workshops throughout the state and one *Be Real Game* training session. The CIDS operation, Virginia VIEW, coordinated more than 20 workshops around the state. The development of Virginia's Electronic Labor Market Assessment (VELMA) system continued. The SOICC was represented on the committees for Virginia Vocational Education, the Virginia Proprietary Schools, Department of Professional Licensing Education Task Force and the Virginia Career Education advisory group. SOICC staff participated in Workforce Investment Act activities.

The Washington SOICC conducted a comprehensive study to evaluate the effectiveness of the its career and labor market information products and services. Evaluation activities included focus groups, task groups and surveys. Recommendations from the final report were used in the design and redesign of several products including *Washington Labor Market Information Access (WILMA), Occupational Researcher's Computer Assistant (ORCA), Occupational Outlook* brochures, *Plan for Tomorrow Today*, and many other products.

The Occupational Researcher's Computer Assistant, an occupational information delivery system based on O*NET, was delivered to over 1,000 sites on CD-ROM. A workbook, reference card and installation instruction card were included in the package. The state's ALMIS database forms the foundation for delivery systems such as the *Washington Labor Market Information Access (WILMA)*. Labor market information delivered through *WILMA* includes an estimated 3,000 CD-ROMs to customers in support of workforce education and training, economic development and career information.

The Washington Skills Explorer, a system for identifying skills used in occupations, was demonstrated to several groups and at an economic symposium. The SOICC supported the development of two new rounds of occupational projections for state and substate areas and sponsored state membership in the National Micro-Matrix Users Group. The SOICC created a Web site on the Internet and has been working with other SOICCs and NOICC to support improved Internet access. In March 1999, the SOICC Web site was accessed 2,050 times. The SOICC moved the state's career guide, *Plan for Tomorrow Today*, to the Internet and published *Occupation Outlook*, distributing 259,000 copies to high schools, community colleges, job service centers and businesses.

National product support and distribution was a major focus of the Washington SOICC during this period. Products developed by the NOICC/SOICC Network were provided to educational institutions, businesses, government agencies and individuals. The Washington SOICC facilitated the relocation of the NOICC Training Support Center from Stillwater, Okla., to the Center for Learning Connections in Des Moines, Wash. Over 50,000 *Get-A-Life, School-to-Work Transition* and *Life Work Portfolios* have been distributed in the state of Washington. *The Real Game* has been distributed to 50 middle schools and support has been provided to send trainers to NOICC-sponsored *Real Game* training. Copies of *The Real Game* have been provided to the state's youth correctional facilities.

Five hundred *National Occupational Outlook* and *U.S. Occupational Outlook Handbooks* were sent to One-Stop Resource Rooms, schools and other locations. Versions of the 1995, 1996 and 1997 State Training Inventory were provided to approximately 500 users and placed on the SOICC Web site for greater access. The Washington SOICC hosted the National NOICC/SOICC Conference in July 1997, with over 400 participants.

Training was provided to over 4,000 counselors, educators, administrators, students and others during the period of July 1, 1995 and June 30, 1998. Career Development, Improved Career Decision Making, Labor Market Information Overview and Workforce In Transition participants received a Labor Market Information Tool Kit, which typically includes samples of all portfolios, *LMI User's Guide*, Occupational Outlook, *Plan for Tomorrow Today*, various brochures, *Occupational Outlook Quarterly* and other information.

The Washington SOICC will be focusing on customer needs and continuing to provide evaluative research services to users of labor market information systems. Special attention will be given to customers identified in the Carl D. Perkins Vocational and Technical Education Act of 1998. The SOICC also will emphasize the use of the Internet for the delivery of information.

Wisconsin

The Wisconsin SOICC has been working with its partners to convert the state's Occupational and Labor Market Information Database to the new America's Labor Market Information Database (ALMIS). Specifically, the SOICC worked with the Wisconsin Bureau of Workforce Information's Local Workforce Planning Section in the development of the Wisconsin Conditions of Employment Database (COED) system and the COED User Manual. The system was developed to determine eligibility for unemployment insurance claims and it is used to evaluate the claimant's attachment to the labor market and to determine whether job offers meet labor standards.

The SOICC collaborated with the University of Wisconsin's College of Education and Work in training Job Center staff to use the new *Career Visions* career information system. It also conducted a follow-up survey on the use of *Career Visions* by adult job seekers in the centers. The SOICC also worked with Wisconsin's Bureau of Workforce Information in the development and refinement of Wisconsin's Web site. The site, developed to deliver labor market information to customers throughout the state, links to other sites and statistical information related to general labor market data and specific occupational information.

Wisconsin's Employer Services Bureau developed a Web site to allow employers and businesses to electronically connect to information on environmental issues; business development resources; statistical reference data of special interest to businesses; health and safety issues; building standards, codes and permits; tax essentials - FICA, IRS, and State of Wisconsin tax information; human resources and employment; quality improvement; and general resource listings. Feedback from Wisconsin employers has been positive and use of the site is growing rapidly.

The SOICC has supported the Wisconsin Department of Workforce Development's Bureau of Apprenticeship Services in the development of a marketing brochure, Building Tomorrow's Workforce through Apprenticeship. The brochure is placed in Job Centers, technical colleges, high schools, employer associations and union offices to promote apprenticeship training opportunities throughout Wisconsin.

Note: These summaries of SOICC activities from July 1996 to June 2000 were submitted by the SOICCs. Nineteen SOICCs did not submit information on their activities for this report.

Financial Report

NOICC Sources Of Funding

	1996	1997	1998	1999
U.S. Department of Labor	$ 8,000	8,000	9,470	9,300
U.S. Department of Education			75	
U.S. Department of Justice			109	
Total	$ 8,000	8,000	9,654	9,300

NOICC Expenditures: State Activities and Network Support

	1996	1997	1998	1999
SOICC BAGs	$ 6,001	6,001	6,751	6,751
Career Development/Information Support and Training	771	686	1,047	1,110
OIS/Coordination & Communication/Network Support	177	200	335	300
Total	$ 7,252	6,887	8,133	8,161
Percent of Total Expenditures	84.4	83.8	85.8	85.6

NOICC Expenditures: Federal Activity

	1996	1997	1998	1999
NOICC Operations	$ 1,338	1,332	1,350	1,376
Total	$ 1,338	1,332	1,350	1,376
Percent of Total Expenditures	15.6	16.2	14.2	14.4

Total NOICC Expenditures

	1996	1997	1998	1999
	$ 8,590	8,219	9,483	9,537

Note: Figures are in thousands. Total NOICC expenditures may include carry-overs from previous years.

NOICC Grants for State Activities
PY 1996—PY 1999 (Dollars)

STATE	Total BAG	Total Special Grants	Totals
ALABAMA	$ 470,487		$ 470,487
ALASKA	400,734		400,734
AMERICAN SAMOA	321,819		321,819
ARIZONA	449,552		449,552
ARKANSAS	432,803		432,803
CALIFORNIA	829,651		829,651
COLORADO	456,179		456,179
CONNECTICUT	428,617		428,617
DELAWARE	390,052		390,052
DISTRICT OF COLUMBIA	385,458		385,458
FLORIDA	582,078		582,078
GEORGIA	508,168		508,168
GUAM	322,907		322,907
HAWAII	415,303		415,303
IDAHO	419,341		419,341
ILLINOIS	576,046		576,046
INDIANA	491,419		491,419
IOWA	451,993	$ 655,654	1,107,647
KANSAS	428,617		428,617
KENTUCKY	462,111		462,111
LOUISIANA	474,674		474,674
MAINE	406,525		406,525
MARYLAND	449,552		449,552
MASSACHUSETTS	477,111		477,111
MICHIGAN	541,662		541,662
MINNESOTA	453,739		453,739
MISSISSIPPI	456,179		456,179
MISSOURI	489,674		489,674
MONTANA	411,835		411,835
NEBRASKA	415,977		415,977
NEVADA	397,150		397,150
NEW HAMPSHIRE	397,205	20,955	418,160
NEW JERSEY	483,047		483,047
NEW MEXICO	431,058		431,058
NEW YORK	632,621		632,621
NORTH CAROLINA	527,354	250,100	777,454
NORTH DAKOTA	408,287		408,287
NORTHERN MARIANA ISLANDS	286,153		286,153
OHIO	595,198		595,198
OKLAHOMA	464,552	1,079,394	1,543,946
OREGON	432,803		432,803
PENNSYLVANIA	598,844		598,844
PUERTO RICO	466,301		466,301
RHODE ISLAND	397,490		397,490
SOUTH CAROLINA	472,925		472,925
SOUTH DAKOTA	394,587		394,587
TENNESSEE	498,047		498,047
TEXAS	738,850		738,850
UTAH	424,431		424,431
VERMONT	390,018		390,018
VIRGINIA	493,860		493,860
VIRGIN ISLANDS	322,677		322,677
WASHINGTON	477,111	1,347,554	1,824,665
WEST VIRGINIA	424,431		424,431
WISCONSIN	470,487	10,000	480,487
WYOMING	388,284		388,284

National Occupational Information Coordinating Committee Staff 1976—2000

NOICC wishes to acknowledge the following persons who served the Network as part of the NOICC organization:

NOICC Executive Directors

Russell B. Flanders, 1978—1986
Juliette N. Lester, 1986—2000

NOICC Staff

Ralph Allyn
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Richard Dempsey
Barbara Derwart
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Valerie Lodewick Lloyd
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The following persons have served the NOICC/SOICC Network as part of the Technical Steering Group:

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U.S. Department of Labor

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David Ziskind
Chief, Basic Grants Branch
Division of Program Administration
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U.S. Department of Education

NOICC Recognition Awards & Recipients

NOICC/SOICC Leadership and Support

1987 Carol Kososki
Executive Director, South Carolina SOICC

1988 Jan Staggs
Executive Director, Illinois SOICC

1989 Robert Sherer
Executive Director, Michigan SOICC

1990 Mildred Nichols
Executive Director, Rhode Island SOICC

1991 Kay Raithel
Executive Director, Missouri SOICC

1992 Chuck Mollerup
Executive Director, Idaho SOICC

1993 Charles Lehman
Executive Director, New Mexico SOICC

Joel C. New
Chair, North Carolina SOICC

1994 Fritz Fichtner
Executive Director, Pennsylvania SOICC

1995 Laurence Seidel
Executive Director, New Jersey SOICC

1997 Robert Murdock
Executive Director, Nevada SOICC

Innovative Ideas and Activities in Support of the NOICC/SOICC Mission

1987 James Harrison
Executive Director, Colorado SOICC

1988 Dan Marrs
Executive Director, North Dakota SOICC

1989 Victor Racicot
Executive Director, New Hampshire SOICC

1990 Steve Rosenow, *Coordinator*
National Crosswalk Service Center
Iowa SOICC

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1991 Clifford Granger
Executive Director, Georgia SOICC

1992 Nancy MacCormac
Executive Director, North Carolina SOICC

1993 Linda Piper
Executive Director, Indiana SOICC

Tammy Stewart
Executive Director, Utah SOICC

1994 Patrick Stanley
Executive Director, Hawaii SOICC

1995 Randall Williams
Executive Director, Kansas SOICC

James Sampson
Co-Director, Center for the Study of Technology in
Counseling and Career Development
Florida State University

1997 Michael Paris
Executive Director, Washington SOICC

Special Achievement in the Development and Delivery of Program Planning Information

1987 Fritz Fichtner
Executive Director, Pennsylvania SOICC

1988 Kay Raithel
Executive Director, Missouri SOICC

1989 Laurence Seidel
Executive Director, New Jersey SOICC

1990 John Cosgrove
Executive Director, Minnesota SOICC

1991 Richard Froeschle
Executive Director, Texas SOICC

John Romanek,
Director, Labor Market Information Projects
Texas SOICC

1992 Jesus Hernandez Rios
Executive Director, Puerto Rico SOICC

1993 Don Sullivan
Executive Director, Kentucky SOICC

1994 Mark Schaff
Executive Director, Ohio SOICC

1995 Richard Jenkins
Executive Director, Georgia SOICC

1997 Rebecca Rust
Executive Director, Florida SOICC

Royce Garrison
OIS Manager, Florida SOICC

Special Achievement in the Development and Delivery of Career Information

1987 Nancy Hargis
Executive Director, Oregon SOICC

1988 Mary Sue Vickers
Executive Director, South Dakota SOICC

1989 Chrystal Partridge
Executive Director, Tennessee SOICC

1990 Curtis Shumaker
Executive Director, Oklahoma SOICC

1991 Jasmine Duckett
Coordinator, Maryland SOICC

1992 Susan Brown
Executive Director, Maine SOICC

Ted Woodhouse
Executive Director, Washington SOICC

1993 Les Janis
Director, Georgia Career Information System

Jo Ann Bowlsbey
Assistant Vice President and Director, Discover Center
American College Testing Service

1994 Dave Nyhan
Executive Director, New York SOICC

1995 Brynn Keith
Executive Director, Alaska SOICC

1997 Penny Shenk
Executive Director, Iowa SOICC

Carol Kososki
Executive Director, South Carolina SOICC

Executive Director's Recognition Award for Outstanding SOICC Staff Member

1988 Steve Thompson, Maine SOICC

1989 Penny Shenk, Iowa SOICC

1990 Janice McCullough, Delaware SOICC
Jonnie Griffin, Alabama SOICC

1991 Hugo Soll, Arizona SOICC
Angeleen Hunter, South Carolina SOICC

1992 Liz Barnett, Mississippi SOICC
Barbara Derwart, New Jersey SOICC

1993 Barbara Walters, Oklahoma SOICC

1994 Dorothy Rona Sullivan, Massachusetts SOICC

1995 Katrina J. Olin, New Hampshire SOICC
Robert William, Pennsylvania SOICC

1997 Pete Hogg, Vermont SOICC
George Foster, Florida SOICC

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Contributor's Award in Recognition of Contributions to the Goals of the NOICC/SOICC Network

1987 Bruce McKinlay
Director
National Career Information System

Bruce Hanna
Chief, Research and Analysis
Nevada Employment Security

1988 Capt. James Carter
U.S. Naval Reserve

Gary Crossley
Labor Market Information Associate
Int'l Conference for Employment Security Agencies

1989 Phil Jarvis
Manager, CHOICES Research and Marketing
Careerware, ISM Corporation

1990 Dennis Angle
Director, Kansas Careers

Rich Feller
Professor, Counseling and Career Development
Colorado State University

1991 Eleanor Morgenthau
President, Directions

Karen Wempen
Member, Illinois SOICC

1992 Roger Lambert
Director, Center for Education and Work
University of Wisconsin

Judy Ettinger
Project Director, Center for Education and Work
University of Wisconsin

1993 Pat Schwallie-Giddis
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Montana Department of Labor and Industry

1994 Neal Rosenthal
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Past-President, National Career Development Association
Co-Director CDTI, Oakland University

Bob Murdock
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1995 Kenneth B. Hoyt
University Distinguished Professor of Education
Kansas State University

Charles Caldwell
Director
Alaska Labor Market Information Division

1997 Nancy Perry
Executive Director
American School Counselor Association

2000 Juliet Miller
Executive Director
National Career Development Association

Garry Walz
Co-Director
ERIC/CASS

NOICC Partnership Award

2000 National Life/Work Centre
Ottawa, Ontario

The Real Game, Inc.
St. John's, Newfoundland

John Niemeyer Memorial Award

1989 Carol Kososki
Executive Director, South Carolina SOICC

1990 Jan Staggs
Executive Director, Illinois SOICC

1991 Mildred Nichols
Executive Director, Rhode Island SOICC

1992 Nancy MacCormac
Executive Director, North Carolina SOICC

1993 Valerie Hopkins
Executive Director, Nevada SOICC

Charles Lehman
Executive Director, New Mexico SOICC

1994 Laurence Seidel
Executive Director, New Jersey SOICC

1995 Penny Shenk
Executive Director, Iowa SOICC

Charles Mollerup,
Executive Director, Idaho SOICC

National Association of SOICCs Special Service Award

1989 Nancy Hargis
Executive Director, Oregon SOICC

1995 Charles Hopkins
Assistant State Director, Oklahoma Department of Vocational and Technical Education

1996 Bret Lovejoy
Executive Director, American Vocational Association

2000 Juliette N. Lester
Executive Director, NOICC

NOICC Special Service Award

1990 Mary Beth McCormac
Occupational Information System Specialist
National Occupational Information Coordinating Committee

1992 Walt Webb
Coordinator, State and Interagency Network
National Occupational Information Coordinating Committee

1995 Ron Kutscher
Member, NOICC Technical Steering Group
Associate Commissioner, Bureau of Labor Statistics
U.S. Department of Labor

1997 Pamela Frugoli
OIS Specialist, NOICC
Supervisory Occupational Information Specialist, Bureau of Labor Statistics
U.S. Department of Labor

W.S. Sellman
Member, NOICC Technical Steering Group
Director for Accession Policy, OASD
Force Management and Personnel
U.S. Department of Defense

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NOICC Resources, Publications & Reports

NOICC Computer Software Systems

Occupational Information System (OIS), revised 1994
Occupational and Labor Market Information Database System (OLMID), 1994
Economic Development and Employer Planning System (EDEPS), 1994
State Training Inventory (STI) 1992; updated 1993; updated 1995
Civilian Training Inventory (CIVTRAIN) 1991; updated 1992
Transition Opportunities System (TOPPS) 1991; updated 1992
Micro-Crosswalk System, 1990
Micro-OIS, 1984

NOICC Training Videos

Transitions: Education to Employment, 2000
Preparing Professional Educators for the School-to-Work Transition Movement, 1995
Career Counseling for Change: Helping Students Transition from School-to-Work, 1994
Technology, Innovation and Change: A New Reality, A Career Development Training Program for the Professional Counseling Community, 1993
Making Career Decisions: Using Career and Labor Market Information, 1992
A Focus for Action—National Career Development Guidelines, 1992
Foundations for the Future: An Introduction to Career Development at the Elementary Level, 1991
Designing the Future: An Introduction to Career Development at the High School Level, 1991

NOICC Resources

Improved Career Decision Making Internet Supplement, 2000
Career Development Facilitator: Student Text, 2000
Career Development Facilitator: Student Workbook, 2000
Career Development Facilitator: Instructor Guide, 2000
Career Development Facilitator Curriculum: Indicators, 1999
Career Development Facilitator Curriculum: Course Template, 1999
National Career Development Guidelines: K-12 Curriculum Integration Handbook, 2000
National Career Development Guidelines: K-12 Program Marketing Handbook, 2000
National Career Development Guidelines K-Adult Handbook, 1995
National Career Development Guidelines Trainer's Manual, 1989; revised 1995
The Real Game Training Manuals, 2000
The Real Game Speakers Supplements, 2000
The Get Real Game, 2000
The Play Real Game, 2000
The Be Real Game, 1999
The Make It Real Game, 1999
Real Times, Real Life, 1998
The Real Game, 1996
Improved Career Decision Making in a Changing World: Participant's Guide, 1991; revised 1996
Improved Career Decision Making in a Changing World: Trainer's Manual, 1991; revised 1996
Program Guide: State Capacity Building for Career Development Training, 1996
Improved Career Decision Making/CD-Rom Version, 1996
Life Work Portfolio, 1996
Curriculum for Career Development Facilitators, 1996
Facilitating Career Development: Instructor's Manual, 1996
Program Guide: Planning to Meet Career Development Needs, School-To-Work Transition Programs, Second Edition, 1995
Training Needs of Career Development Facilitators, 1995
Research on Evaluation of ICDM Training in Three States, 1995
Get A Life School-to-Work Transition Planner, 1995
Micro-OLMID & OIS, 1995
Micro-OLMID & OIS Users Guide, 1995
Get A Life Portfolio, 1994

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Career Counseling for Change: Helping Students Transition from School to Work Teleconference, 1994
Workforce in Transition: A Blueprint for Adult Career Development and Job Search Training, 1994
How To Manual: Building Relationships between the NOICC/SOICC Network and Counselor Educators, 1994
Training Needs of Career Development Facilitators, 1994
Career Counseling Credentialing and Standards Review, 1994
Program Guide, Planning to Meet Career Development Needs, School-To-Work Transition Programs, 1994
A Comprehensive Guide to Using Unemployment Insurance Data for Program Follow-Up, 1994
Unlocking the Power of Occupational Information: Occupational Information System Casebook, 1993
Reports to the Career Development Training Institute Board, published annually 1993-1999
Employee Career Development: Reference Guide, 1992
Employee Career Development: Program Guide, 1992
From Pilot to Practice: Strengthening Career Development Programs, 1992
Industry/Occupation Projections Handbook, 1991
Regression Analysis Primer, Pre-Training Work-Book, 1991
SOICC Career Tabloids: What Works!, 1990
National Career Development Guidelines Local Handbooks: Elementary Schools, Middle/Junior High Schools, High Schools, Postsecondary Institutions, Community and Business Organizations, 1989
National Career Development Guidelines State Resource Handbook, 1989
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts, 1988
SOC Career Profiles, 1985
SOICC Director's Guide, 1985
A Guide to Using the National Units of Analysis, 1984
An Introduction to Using An Occupational Information System: A Reference for Program Planning, 1983
Guide to Forming Units of Analysis, 1982
A Review of State Level Labor Supply/Demand Analysis for Program Planning and Career Decision Making: Technical Issues in Relating and Presenting Supply/ Demand Data, 1982
Vocational Preparation and Occupations, Third Edition, 1982
Occupational Information System Handbook, Volume 1: Occupational Information Development
Volume 2: Occupational Information Analysis, Presentation and Delivery, 1981
Feasibility Study for a Project on Improvement of Occupational Information, 1979
Framework for Developing an Occupational Information System, 1979
NOICC-Related Activities: Review of Federal Programs, 1979

NOICC Occasional Papers Series

1. Occupational Information and International Development: Improving HRD Diagnostics, 1990
2. An Appraisal of NOICC/SOICC Needs from the 1990 Decennial Census, 1991
3. The National Career Development Guidelines: Progress and Possibilities, 1991
4. Career Information Delivery Systems: A Summary Status Report, 1992
5. Skills Standards, British Style: Linking Assessment and Training in the United Kingdom, 1993
6. Occupational Information: The "Blue Highways" of the Labor Market, 1993
7. Career Information Hotlines Sampler, 1994
8. To Spin a Web: Job, Career, and Labor Market Information on the Internet, 1996

NOICC Administrative Reports

1. Analysis of the SOICC's Annual Basic Assistance Grant Modifications and Program Plans, 1980
2. Annual Summary of State Occupational Information Coordinating Committee Activities in Fiscal Year 1979, 1980
3. Status of Occupational Supply and Demand Information, 1980
4. A Review of Employer Forecasting Methods and Data
5. Status of the NOICC/SOICC Network, September 30, 1980
6. Status of the NOICC/SOICC Network, September 30, 1981
7. Status of the NOICC/SOICC Network, September 30, 1982
8. An Introduction to Using an Occupational Information System, 1983
9. Status of the NOICC/SOICC Network, September 30, 1983
10. Status of Statewide Career Information Delivery Systems, September 1984
11. Status of the NOICC/SOICC Network, June 30, 1985
12. Status of the NOICC/SOICC Network, June 30, 1986
13. Status of the NOICC/SOICC Network, June 30, 1987
14. Status of the NOICC/SOICC Network, June 30, 1988
15. Status of the NOICC/SOICC Network, June 30, 1989

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16. Status of the NOICC/SOICC Network, June 30, 1990
17. Status of the NOICC/SOICC Network, June 30, 1991
18. Status of the NOICC/SOICC Network, June 30, 1992
19. Status of the NOICC/SOICC Network, June 30, 1993
20. Status of the NOICC/SOICC Network, June 30, 1994
21. Status of the NOICC/SOICC Network, June 30, 1996

NOICC Sponsored Publications

Job Corps LMI Desk Reference, 1998
LMI One-Stop Curriculum, 1997
A Preliminary Study of the Availability and Use of Information and Assessment Resources in One-Stop Centers, 1997
Maximizing Staff Resource in Meeting the Needs of Job Seekers in One-Stop Centers, 1997
LMI Training for Federal Staff (ALMIS Training Institute), 1996
A Differential Feature-Cost Analysis of Eighteen Computer-Assisted Career Guidance Systems, 1995
Learning to Work: The NCDA Gallup Survey, 1995
The Use of Career Information Systems in State Employment Security Agency Offices, 1994
Video Usage in Career Development Project, 1993
A Differential Feature Cost Analysis of Fifteen Computer-Assisted Career Guidance Systems, 1993
State Capacity to Use UI Wage Records: The Vocational Education Experience, 1993
Career Needs in a Diverse Workforce: Implications of the NCDA Gallup Survey, 1992
National Survey of Working America, 1990
Working in America: A Status Report on Planning and Problems, 1989
Cracking the Labor Market for Human Resource Planning, 1986
Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook, 1985
Micro-OIS dBASE III Conversion Manual, 1985
Using Labor Market and Occupational Information in Human Resource Program Planning, 1985
A Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts, 1984
OIS Microcomputer User's Guide, 1984
OIS Microcomputer Documentation, 1984
Occupational Employment Data in Agriculture, 1983
Occupational Area-specific Staffing Information System (OASIS): User's Manual, Operations Manual, Systems Manual, 1982
Alternative Methods for Collecting Follow-up Information About Secondary Vocational Education Students, 1982
Analysis of State Experiences in Financing Statewide CIDS, 1982
Career Information Delivery for Handicapped Individuals, 1981
Data Needs and Uses in the Context of an OIS: Review of Literature, 1981
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns, 1981
Issues Related to Collection of Occupational Employment Data in Agriculture, 1981
Occupational Information and Vocational Education: A Concept Paper, 1981
Occupational Information Needs at the Federal Level, 1981
OIS and the Employment Security System: A Need and Resources Assessment, 1981
OIS and Vocational Rehabilitation: A Concept Paper, 1981
Role of an OIS in Career Guidance and Counseling, 1981
The Feasibility of Collecting Labor Market Supply Data from Existing Records, 1981
Occupational Information Needs for CETA Prime Sponsors, 1981
Systematic Approach to Improving the Training Process in CIDS, 1981
Occupational Information Needs at the State Level: An Empirical Study, 1981
National Student Follow-up Workshop: A Background Paper, 1981
Continued Federal Role in Financing and Supporting Statewide CIDS, 1981
BLS-Alternative Estimating Methods for Sub-state Area Occupational Employment, 1981

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NOICC Training Programs & Conferences

National Career Development Guidelines

2000	Chicago, Ill.
	Baltimore, Md.

O*NET Training

2000	Chicago, Ill.
	Washington, D.C.
	Baltimore, Md.

Training for Job Corps Workers

1999	Dallas, Texas
	Seattle, Wash.
1998	Chicago, Ill.
	Atlanta, Ga.

The Get Real Game

1999	Chicago, Ill.

The Be Real Game

1988	San Antonio, Texas
	Indianapolis, Ind.

Real Times, Real Life

1999	Chicago, Ill.
1998	St. Louis, Mo.

The Real Game

1998	Dallas, Texas
	San Francisco, Calif.
	Alexandria, Va.

Career Development Facilitators' Curriculum

1998	San Diego, Calif.
1997	Raleigh, N.C.
1996	Raleigh, N.C.
	Rochester, Mich.
1995	Ft. Lauderdale, Fla.
1994	Rochester, Mich.

Workforce In Transition

1996	San Antonio, Texas
1995	Jackson, Miss.
	Albany, N.Y.

School-To-Work Transition

1996	Atlanta, Ga.
	Chicago, Ill.
	Charlotte, N.C.
	Philadelphia, Pa.
	San Francisco, Calif.
	Orlando, Fla.
	St. Louis, Mo.
	Charlotte, N.C.
1995	Denver, Colo.
1994	Dallas, Texas
1993	Albuquerque, N.M.

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NOICC/CDTI Workshops: Preparing Teachers, Counselors and Administrators for a Changing Educational Landscape

1996 Dallas, Texas
San Francisco, Calif.
Philadelphia, Pa.
Atlanta, Ga.
Chicago, Ill.

OIS Train-the-Trainer

1996 St. Peters, Mo.

Career Development Training Teleconference

1995 Preparing Professional Educators for the School-to-Work Transition Movement
1994 Career Counseling for Change: Helping Students Transition from School to Work
1992 Technology, Innovation and Change: A New Reality
1991 Foundations for the Future: Career Development at the Elementary Level
1990 Designing the Future: Career Development at the High School Level

Improved Career Decision Making: Train-the-Trainer

1998 San Mateo, Calif.
New Brunswick, N.J.
Chicago, Ill.
1996 Chicago, Ill.
1995 Jackson, Miss.
1994 Madison, Wis.
1992 Hartford, Conn.
San Diego, Calif.
1991 Minneapolis, Minn.
1990 St. Petersburg, Fla.
1989 Albuquerque, N.M.
1988 Denver, Colo.

Career Development Portfolios

1996 San Antonio, Texas
1993 McLean, Va.
Atlanta, Ga.
1992 Tulsa, Okla.

CIDS Technical Conference

1996 San Francisco, Calif.
1995 Orlando, Fla.

OLMIS/OIS Technical Conference

1996 Atlanta, Ga.
Raleigh, N.C.
1995 Baltimore, Md.
1994 Salt Lake City, Utah

Midwest OIS/SOICC Conference

1995 St. Louis, Mo.
1993 St. Louis, Mo.

OLMIS/OIS Workshop for One-Stop States

1995 Baltimore, Md.

Employee Career Development: Train-the-Trainer

1994 Hartford, Conn.
1993 Detroit, Mich.
1992 Des Moines, Iowa
Raleigh, N.C.

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Industry/Occupational Projections Workshop

1994	Myrtle Beach, S.C.
1991	St. Petersburg, Fla.
	San Diego, Calif.
1989	Atlanta, Ga.
1988	Sparks, Nev.
1987	San Antonio, Texas
1986	Raleigh, N.C.
	Carson City, Nev.

National OIS Technical Conference

1993	Nashua, N.H.
1989	St. Louis, Mo.
1986	Kansas City, Mo.
1984	St. Louis, Mo.
1983	St. Louis, Mo.
1982	Portland, Maine

NOICC/OVAE/NCDA Career Development Preconference Workshop

1992	San Antonio, Texas
1990	Scottsdale, Ariz.

Using LMI in Program Planning

1985	Miami, Fla.
1984	Ventura, Calif.
	Detroit, Mich.
	Providence, R.I.
	Washington, D.C.

National CIDS Conference

1985	Atlanta, Ga.
1984	Charleston, S.C.
1983	St. Louis, Mo.
1981	Columbus, Ohio
1980	San Antonio, Texas

CIDS Marketing & Funding
3 Regional Meetings

CIDS Information Development
New Orleans, La.

CDTI Summer Institute in Career Development and Technology

1993	Columbia, S.C.

National Career Development Guidelines: State Implementation

1989	Orlando, Fla.
	King of Prussia, Pa.
1988	Oklahoma City, Okla.
	Portland, Ore.

National Career Development Guidelines: Training Cadre

1989	Minneapolis, Minn.

National Career Development Guidelines: Local Demonstration Models

1988	Bismarck, N.D.
	Starkville, Miss.
	Sacramento, Calif.
	Harrisburg, Pa.

National Career Development Guidelines: Regional Training

1989	Wilmington, Del.
	Charlotte, N.C.
	Denver, Colo.

NOICC Conferences

SOICC Technical Meeting
1999 Washington, D.C.

NOICC/SOICC Strategic Planning Meeting
1998 Boston, Mass.

SOICC Leadership Forum
1998 Breckenridge, Colo.

Assessment Conference
1998 St. Petersburg, Fla.

SOICC Directors' Conference
1997 Daytona Beach, Fla.
1996 Washington, D.C.

Northeast SOICC Directors' Meeting
1998 Concord, N.H.
Providence, R.I.
1997 Norwich, Conn.
1996 White River Junction, Vt.

Western SOICC Directors' Meeting
1998 Salt Lake City, Utah
1997 Denver, Colo.
1996 Seattle, Wash.

Mid-Atlantic SOICC Directors' Meeting
1997 Timonium, Md.

CIDS Developers Symposium
1995 Washington, D.C.

Counselor Educators Resource Group
1990 Washington, D.C.

National SOICC Conference
2000 Washington, D.C.
1997 Tacoma, Wash.
1995 Tucson, Ariz.
1994 Danvers, Mass.
1993 St. Petersburg, Fla.
1992 Tulsa, Okla.
1991 Albany, N.Y.
1990 Snowbird, Utah
1989 Albuquerque, N.M.
1988 Charleston, S.C.
1987 Portland, Ore.
1986 Portland, Maine
1985 Denver, Colo.
1984 Lexington, Ky.
1983 Seattle, Wash.
1982 Huntsville, Ala.
1981 Reno, Nev.
1980 Arlington, Va.
1979 Biloxi, Miss.
1978 Denver, Colo.

NOICC Cosponsored Conferences

JETT-CONN Conference
1999 Washington, D.C.
1997 Chicago, Ill
Washington, D.C.

NOICC/SOICC State Guidance Supervisors Meeting
1998 Orlando, Fla.

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Mid-Atlantic Conference on Networking for Career Development

1999 Williamsburg, Va.
1998 Berkeley Springs, W.Va.
1997 Timonium, Md.
1996 Wilmington, Del.
1995 Harrisburg, Pa.
1994 Fredericksburg, Va.
1993 Mt. Laurel, N.J.
1992 Harpers Ferry, W. Va.
1990 Baltimore, Md.
1989 Wilmington, Del.
1988 Valley Forge, Pa.

National Career Development Association

1997 Daytona Beach, Fla.
1994 Albuquerque, N.M.
1992 San Antonio, Texas
1990 Scottsdale, Ariz.
1988 Orlando, Fla.

A Training Workshop: Developing, Managing & Evaluating School Guidance Programs, ERIC/CASS

1996 Greensboro, N.C.

Assessment '95

1995 Tucson, Ariz.

Mississippi State University National Video Conference

1995 Mississippi State, Miss.

Regional Apprenticeship Conference

1993 Charleston, S.C.
1992 Nashville, Tenn.
1990 Portland, Ore.
1989 Montgomery, Ala.

National Governors' Association: Building Information Partnerships

1990 Anchorage, Alaska

International Teleconference on Technology and Career Development

1989 Tallahassee, Fla.

Automation Conference 1989

1989 Chicago, Ill.

A More Productive Workforce: Challenge for Postsecondary Education and its Partners

1989 Little Rock, Ark.

Regional Meeting of NE State Councils and State Directors of Vocational Education, JTPA Directors and SOICCs

1989 Portsmouth, N.H.

Regional Conference: NOICC, Office of Vocational and Adult Education, U.S. Department of Education

1982 San Diego, Calif.
Chicago, Ill.
Atlanta, Ga.

Career Information for Handicapped Individuals

1979 San Antonio, Texas

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NOICC/SOICC Related Legislation

The National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees were established by the Vocational Education Amendments of 1976. Subsequent legislation reinforced and expanded the primary mission and objectives of the National and State committees, including the Career Education Incentive Act of 1977; Youth Employment and Demonstration Projects Act of 1977; Comprehensive Employment and Training Act Amendments of 1978; Job Training Partnership Act of 1982; Job Training Reform Amendments of 1992; Carl D. Perkins Vocational Education Act of 1984; and Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

Job Training Reform Amendments of 1992

NOICC shall "...give special attention to the career development and labor market information needs of youth and adults, including activities such as...assisting and encouraging the development of state occupational information systems, including career information delivery systems...encouraging programs providing career information, counseling, and employment services for postsecondary youth...provide training and technical assistance...in the development, maintenance, and use of occupational supply and demand information systems...conduct research and demonstration projects designed to improve any aspect of occupational and career information systems and coordination and compatibility of human resources data systems operated by Federal agencies or the states, including systems to assist economic development activities and, where appropriate, provide support to states in the implementation of such system improvements."

Carl D. Perkins Vocational & Applied Technology Education Act Amendments of 1990

NOICC shall "...provide funds, on an annual basis, to State Occupational Information Coordinating Committees and...improve coordination and communication among administrators and planners of programs authorized by the Act and by the Job Training Partnership Act, employment security agency administrators, research personnel and personnel of employment and training planning and administering agencies...develop and implement...an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs at the national, state and local levels...conduct studies to improve the quality and delivery of occupational information systems to assist economic development activities and examine the effects of technological change on new and existing occupational areas and the required changes in knowledge and job skills; continue training, technical assistance activities to support comprehensive career guidance and vocational counseling...(especially in the areas of career information delivery and use)...and assist State Occupational Information Coordinating Committee...(to) implement an occupational information system in the State...and use the occupational information system to implement a career information delivery system.

When the Job Training Partnership Act (JTPA) and Carl D. Perkins Vocational and Technical Education Act were due for reauthorization in 1998, Congress replaced JTPA with the Workforce Investment Act (WIA). WIA eliminated NOICC's authorization and assigned its information systems functions to the Employment and Training Administration at the U.S. Department of Labor.
The Carl D. Perkins Act Amendments of 1998 eliminated authorizing language for the NOICC/SOICC Network and transferred NOICC's career development functions to the U.S. Department of Education. It authorized the Secretary of Education to fund "state entities," designated jointly by the Governor and state vocational education authority, to carry out many of the activities formerly conducted by the SOICCs.

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Design: Alan Z. Aiches

National
Occupational
Information
Coordinating
Committee

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